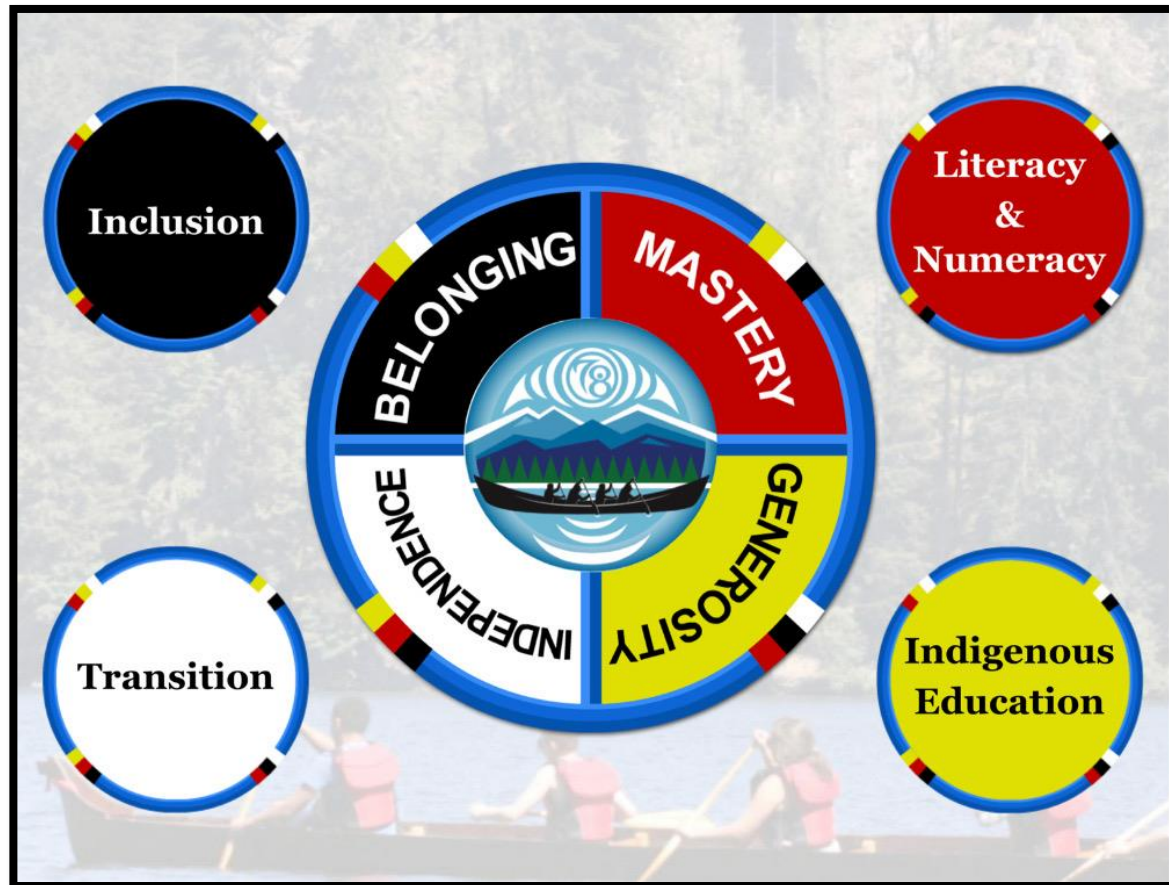




SCHOOL DISTRICT 78
FRASER-CASCADE

EVERYONE PULLING TOGETHER

DISTRICT GROWTH PLAN 2021-2022



EXECUTIVE SUMMARY

Strategic Plan/Leadership for Learning Framework

The critical elements (vision, mission, goals, capacity building, and values) for improving student achievement are reflected in the Board of Education's Strategic Plan and individual school growth plans.

Strategic Plan Vision - Supporting Implementation of 21st Century Learning

Everyone Pulling Together to Improve the Achievement of all Learners

All learners crossing the stage with dignity, purpose and options

All learners leaving our settings more curious than when they arrive

*All learners gaining an understanding of and respect for indigenous ways of knowing
(Halbert and Kaser, 2013)*

Mission Statement- UPDATED- 2021

The Board of Education at Fraser Cascade (School District 78) is committed to all students developing social, emotional, physical and intellectual capacity through the support of capable adults who work collaboratively to ensure student learning in an inclusive, equitable and collaborative environment.

System Values

Diversity – Equity – Sustainability – Accountability – Transparency

Capacity Building

Instructional - Leadership - Organizational

Framework for Enhancing
Student Learning



DISTRICT CONTEXT

District Profile:

The Fraser-Cascade School District currently operates 9 schools in 6 communities from Harrison Hot Springs and Agassiz in the west, Boston Bar in the east, and Q'latku7em Community School, located 50 km northwest of Pemberton. Situated in the scenic Fraser Valley, the school district office is located in the District of Hope municipality and is close to the school district's geographic center. The Fraser-Cascade learning community values diversity, academic achievement, applied studies, alternative learning opportunities for students, and community. District schools serve students from small urban and rural communities.

An Aboriginal student population comprises approximately 38% of the total school population across the district. The District serves 12 Aboriginal Bands and currently has 12 LEAs in place. A well organized, experienced Aboriginal Education Council supported by an Aboriginal Education Coordinator, Superintendent, Assistant Superintendent and school-based principal, works in partnership with the Board of Education to serve Aboriginal students' programming and learning needs.

The school system currently serves 1684 students. The average family income is \$67,586 compared to the provincial average of \$91,967; 16.8% of students live in single parent families, compared to 15.3% provincially; and 54.7% hold post-secondary credentials, compared to the provincial average of 64.8%, 52.4% participate in the labor force, compared to 64.6 provincially, 1.7% of families are receiving Employment Insurance, compared to 1.5% provincially. The school district is working in partnership with the Ministry of Children and Family Development to support the particular learning needs of at-risk students, 14% of these students have special educational needs.

School District No. 78 is dedicated to the learning needs of all students. Resource allocation is based on this principle. Consequently, the Board of Education prioritized spending in special education, early literacy, careers and transitions, practical arts programming, and general classroom instruction. Class sizes at the primary and secondary levels are well supported through the current staffing formula.

District Goals	Percentage of Schools addressing this goal area
Literacy	100%
Aboriginal Student Achievement	100%
Preparation for Post-Secondary and Future Jobs	100% (secondary schools)

Framework for Enhancing Student Learning:

The *Framework for Enhancing Student Learning* planning process was completed collaboratively with all educational partner groups and is posted on the District website. The Fraser-Cascade School District No. 78 is committed to the continuous improvement of achievement throughout our learning community through ongoing review and analysis of achievement data, and through collaborative discussion and shared accountability. The District Growth Plan is aligned with the three areas of the Ministry of Education Framework goals (intellectual, human/social, career); Board of Education Strategic Plan; Aboriginal Enhancement Agreement contained in Goal 2. The linkages in this Plan reflect consultation with each of our educational partner groups.

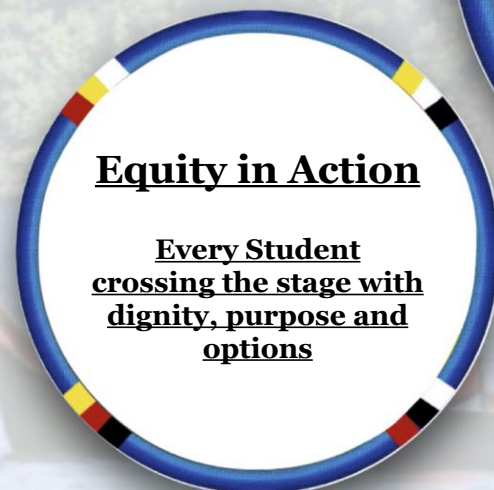
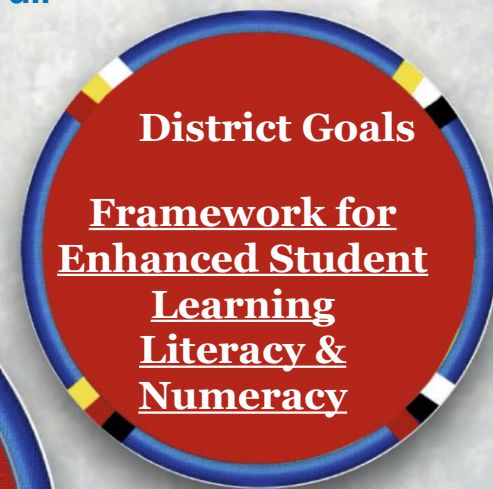
School District No. 78 Student Enrolment

	<u>2016/17</u>	<u>% change Previous year</u>	<u>2016/17</u>	<u>2017/18</u>	<u>% change Previous year</u>	<u>2017/18</u>	<u>2018/19</u>	<u>% Change Previous year</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>	<u>% Change Previous year</u>
Number of Students	1687	+2.00	1687	1684	-.177	1684	1725	+2.43	1725	1708	1639	-.41 COVID

Mekw > wat i:xel “Everyone Pulling Together”
tekm kt xwuy’ckwəm “All We Will Pull”

SD78 Strategic Plan

Draft - February 2021



Fraser Cascade schools are based on the Circle of Courage philosophy. The Circle of Courage is an integrated, holistic approach to child development and learning intended to promote a sense of *belonging*, independence, mastery and generosity. The Circle of Courage serves as a moral character development guide d our faculty and our students and helps set the tone for the students to become successful and independent learners. This philosophy provides a wonderful integration of our BC curriculum.



We acknowledge that we are located on the traditional ancestral and unceded shared territory of the Cheam, Sq'ewlets, Seabird Island, Nlaka'pamux, Sts'ailes and the Chawathil people. The Chawathil people are of the Tiyt Tribe. The Tiyt Tribes of the Stó:lō territory extend from the boundaries down both sides of the Fraser River from Yale to Seabird. We are thankful that we continue to be welcomed in your territories. We believe it is of great importance that we carry out the important work of education within our schools. We see value in diversity, inclusion and equity and we are fully committed to upholding the principals of UNDRIP. We believe that together we can contribute towards true and lasting reconciliation.



Belief Statements

The Board of Education for School District No. 78 (Fraser-Cascade) believes that core values are useful in delineating the culture of an organization and serve to animate practice.

The Board believes that:

1. All students can develop social, emotional, physical, and intellectual capacity when supported by caring, capable adults who work collaboratively to sustain student learning.
2. Inclusive teaching that consistently provides engaging, relevant learning opportunities is an effective way to improve learning for all students.
3. Age, race, culture, special needs, individual talents, and gender are positive assets that enrich the learning context in a diverse learning culture.
4. A safe and caring learning environment treats all people respectfully as individuals with understood expectations, roles and responsibilities.
5. The school district is a learning community that both shapes and remains responsive to changing student characteristics and learning needs.
6. Community involvement in quality of education decisions and school governance supports student learning through the responsible analysis of data for the purposes off-setting goals for continuous improvement, and celebrating successes.

DISTRICT GOALS FOR 2019-2021

Overarching Goal

To Foster a Culture of Inclusiveness for all Learners (K to 12)

Objectives:

1. To minimize barriers for all K to 12 learners (physical, social and curricular)
2. To increase the social-emotional well-being of intermediate students
3. To continually review and refine student IEPs

Goal 1 Literacy

To improve literacy and numeracy skills for all K-9 students

Objectives:

- 1.1 To ensure that student literacy targets for K-3 students are met within 5 years and maintained beyond that time
- 1.2 To ensure that student literacy targets for grades 4 – 9 students are met within 5 years and maintained

Goal 2 Aboriginal Education

To improve aboriginal students' sense of identity and achievement.

Objectives:

- 2.1 To enhance First Nation/Aboriginal and Metis students' sense of self-worth
- 2.2 To meet our achievement targets within 3 years for First Nation/Aboriginal and Metis

Goal 3 Transition

To improve preparation for post-secondary education and for future jobs for all students in Grades 10 – 12 (Graduation program)

To improve grade-to-grade transition rates for all students in grades 8 through 12

Objectives:

- 3.1 To ensure that District academic achievement targets for Grades 10 -12 students are met within 5 years and maintained beyond that time
- 3.2 To ensure that District satisfaction targets for program choice and career preparation are met within 5 years and maintained
- 3.3 To ensure that District targets for transition rates are met within 5 years and maintained

Summary of Progress- 2019-2021

The following summary of progress has been developed based on a review of the District Growth Plan. It is a summary of progress for each of the three District Goals.

Over-Arching Goal Inclusiveness

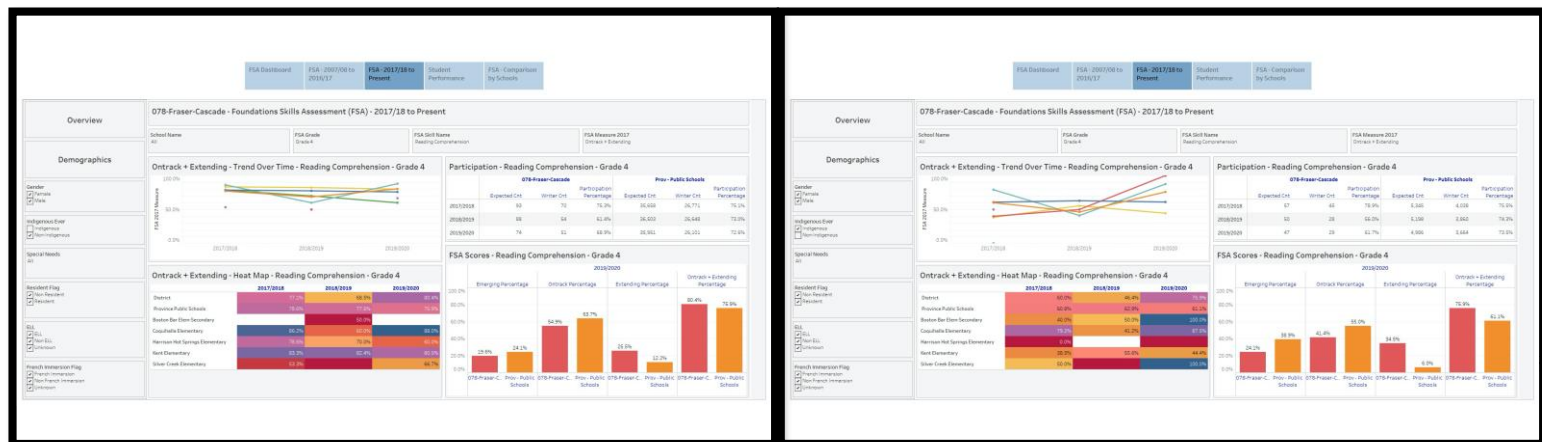
The current EDI data (wave 7) remains similar to previous data collections. Although the Language and Cognitive scale remains the lowest area of vulnerability, it is worrisome that this area is now increasing in vulnerability. Our district continues to be within the lowest quintile provincially.

Goal 1 Literacy

FSA data (2019-2020) indicates a significant improvement in grade 4 in all areas (reading, writing and numeracy) over last year and the district 5-year average for all students, First Nation students and special education students. Scores at the grade 7 level remain similar to 2018-19 for Reading and Numeracy, with a decline noted in writing. A significant decline was noted in Writing and Numeracy compared to the district 5-year average and are particularly concerning in numeracy.

Objective 1.3 (added in 2018-2019): All students reading at grade level by the end of grade 3.

District Wide Write results are similar for Grade 8, based on the 4-year average, with a significant decline noted for Grade 6 and 9. Implementation of MDI (*Middle Years Development Instrument*) data will continue to provide a holistic picture of development, broadening the traditional emphasis on academic achievement.



Goal 2 Indigenous Education

Our students are beginning to feel more connected to their schools and report an increased sense of self-esteem and confidence in their learning. We have noted a significant improvement in FSA at the Grade 4 level with similar results at Grade 7. Similar results are noted in six-year completion rates (62.3%) compared to the previous year (64%) and continue to be significantly below the provincial average (69%). When we review our completion rates at seven and eight years we note an additional increase of approximately 6%. Fraser Cascade, received recognition for significant improvement in Graduation Rates

in the local media. We will continue to work together with the IEC, our principals/vice principals and First Nation Support Workers to provide the necessary support for our students.

We are very fortunate that we have an Indigenous Education Council (IEC) that is dedicated to working with us in supporting the improvement of First Nation/Aboriginal and Metis students. As the Aboriginal Enhancement Agreement term was expiring last year the IEC reached a decision that the Indigenous Goal section of this District Growth Plan would be a more effective instrument in promoting Indigenous student success going forward, as there is substantial duplication between the District Growth Plan and the Enhancement Agreement. Most of the data from the Aboriginal Enhancement Agreement was already reflected in the District Growth Plan. Any outstanding data tracking is now included in the District Growth Plan after a melding process that ensured that all the tracking of student success found in the Enhancement Agreement continues in the District Growth Plan framework.

Our IEC Collaborative meetings continue to focus on mental health, racism and understanding First Nation culture, heritage, traditions and the residential school experience. This has included a tour of St. Mary's Residential School in Mission, an in-service session held at the Spuzzum Health Center on *Project of Heart* and the *Gladys module*, a tour of local First Nations communities. There continues to be a focus on mental health and racism and ongoing support is provided in this area for students and staff through training and workshops. As well, the AEC continues to utilize targeted funding to support an Aboriginal mentor to provide social/emotional and academic support. We were excited to begin the Equity in Action process for the 2020-2021 school year.

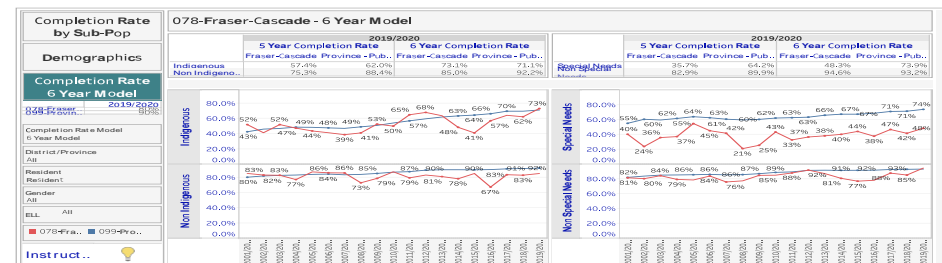


Graduation rates in Hope have increased by almost 11 per cent since last year
Six-year graduation rates in SD 78 have risen from 63.7 to 74.4 per cent
NORTH SHORE / Feb. 25, 2019/10:30 a.m. / COMMUNITY / LOCAL NEWS



EDITORIAL: Graduation is too important to let students fail
We need to do more to ensure every student graduates high school, editor Grace Kennedy writes
GRACE KENNEDY / Feb. 26, 2021 6:00 a.m. / EDITORIALS / OPINION

FRASER CASCADE IN THE NEWS





In November, our new Education Minister, Jennifer Whiteside spoke at the Trustees' Conference. The message was clear that three of her priorities are to continue implementing the principles of Truth and Reconciliation, Indigenous learning, and anti-racism education (see official letter below). The installation of the Housepost at Coquihalla Elementary was a further step in this direction for School District 78. Special thanks to artist Rocky LaRock, as well as Peter, Linda, and our Indigenous Support Workers, Tanya Zilinski and Patti Dubreuil and Rod, for their passion for seeing this project through. The Spath Bear is the first thing our community will see when they enter Coquihalla Elementary. It a very powerful acknowledgment of our Indigenous Community and paved the way for installations in many of our schools during the year.

EQUITY IN ACTION- IN SUPPORT OF GOAL # 2

1. Project Overview:

1.1 *Describe your approach to Equity in Action this year.*

This was our first year of the Equity in Action Process as well as our first year with myself as the Superintendent and Renge Bailie, Assistant Superintendent. Our approach was holistic in that the entire year felt like we were immersed in the Equity in Action Process. After our introductory meeting on October 26, 2020 with Joe Heslip at Camp Squeah, we consulted with the Indigenous Education Council (IEC) and the Board of Education to ensure that we had representatives from all stakeholders, bands and partner groups.

1.2 *How did you engage the process and how was the experience received in your district?*

The initial process was an in-person launch meeting at Camp Squeah. After that we conducted three zoom meetings to move through the Equity scan questions. These meetings occurred on: Feb. 15/21- 3:30 - 4:45, Apr. 21/21- 1:30 - 4:30; and May 19/21- 1:30 - 4:30

2. Building an Equity Scanning Team:

2.1 *How did you engage rightsholders (First Nations), and other key partner groups in your district's Equity Scanning Team?*

The IEC was heavily involved in the selection of committee members as well as partner groups, Indigenous Leaders and stakeholders.

2.2 *How did you communicate and bring people to the table?*

Communication and invitations were ongoing and consistent. Invitations were made by the District Indigenous Education Coordinator's Assistant. An extensive agenda was sent for each meeting along with a summary of the responses to the scanned questions. The meetings started with a review of the previous responses and clarification of any of the themes that involved.

2.3 *What strategies did you employ in developing your equity scanning team and what were the results?*

Our strategy was to get as wide representation as possible from our community including Indigenous representatives, Board representatives and educational partner group reps:

1. IEC Chair- Leanne Bowcott
2. IEC REP- Stephanie Fredette
3. Trustee 1 - Cathy Speth
4. Trustee 2- Heather Stewin
5. Superintendent- Balan Moorthy
6. Assistant Superintendent- Renge Bailie
7. District Indigenous Education Coordinator- Rod Peters
8. District Inclusive Education Coordinator- Donna Barner
9. FCTA Rep- Secondary- Lynne Marvell and Anders Lunde
10. FCTA Rep- Elementary- Cheryl Carlson
11. CMAW Rep-Miranda Cowan
12. Indigenous Support Worker- Elementary- Lilian Isaac
13. Indigenous Support Worker- Secondary- Kali Bone (Alternate Antoine)
14. Principal Rep- Stan Watchorn
15. DPAC Rep- Anna Gladue
16. Student 1- Sil Basiuk- Boston Bar
17. Student 2- Kaylayla Johnny- Hope Secondary School
18. Student 3- Liberty Stump- Agassiz Secondary
19. ELDER (Knowledge Keepers)
 1. Pat John

2. Byron Spinks- Backup
3. Wayne Bob- Backup
- 4.

4.1 *What themes emerged from our findings?*

Fraser-Cascade has a strong IEC with an elected Board of Education whom are strongly committed to supporting Indigenous students and the principles of truth and reconciliation. The IEC organizes collaborative meetings with IEC members, Indigenous Support Workers (ISWs), Trustees, Principals, and other SD78 staff. Meeting topics have been: inclusive education, learning about the 60s Scoop, and racism. Local communities take turns hosting the meetings so people visit with and become familiar with the communities. The meeting helps people make connections but it could be better. SD78 has an Indigenous trustee which ensures there is a voice for our Indigenous kids at the Board level. Other Themes that emerged from the findings included: issues of systemic racism in the community and within teaching practice. Inflexibility in assessment systems emerged. There was an improvement in celebrating Indigeneity within schools. ISWs work one-on-one with kids who share their truths, feelings, and experiences of racism with them. This unique student perspective could be shared with the IEC and district. The ISWs can bring student voices to the table.

4.2 *What parity and equity gaps exist for Indigenous learners?*

The following themes emerged from discussions with the Equity Team:

- Continuing to move away from pushing kids through school on the evergreen graduation path and working to graduate students with a regular dogwood.
- Ensuring students and parents know the limitations of an evergreen grad, such as students may not get into post-secondary without upgrading.
- Looking at graduation rates and how specific schools are addressing/improving Indigenous grad rates.
- Student voices are crucial for moving forward.
- We need to make sure parents of students with special needs know and understand what they are signing. Documents are often full of education lingo that can be hard to understand.
- Once special needs students are labeled you can't get that label off and it follows the students forever – this is not always helpful to all students. It seems quick and easy to label kids to get extra help in classrooms but not all kids need that label. Who picks and chooses how kids are labeled?
- There is a perception that students are better off with labels as it will provide better supports for them in college.

4.3 *Describe the key findings specific to each of the following Equity Scan Framework quadrants. Please utilize the rubric in your 2019 Fall Orientation Workbook to score your district on each of the quadrants.*

- 4.3(i) Policy and Governance (score: 4) – Key findings: Strong IEC, Elected Board Rep with Indigenous Ancestry and leadership role in the community. The Board is strongly committed to Indigenous principles of learning and Truth and Reconciliation. Respectful relationships with 14 Indigenous communities.

4.3(ii) Learning Environment (score: 2) – Key findings:

Slow movement is occurring in this domain. Elementary schools are much further ahead than high schools. All schools made large advances in cultural recognition with welcoming post installations and cultural celebrations. The success in this area varies between schools. Certain schools could be 3-4 such as Boston Bar Elementary Secondary, while others are near the beginning of the continuum. Many schools are doing land recognitions every morning, words of the day and cultural celebrations.

4.3(iii) Pedagogical Core (score: 2) – Key findings: Success in this domain varies between schools. Fraser-Cascade Graduation rates were the highest they have been. ([See attached newspaper articles](#), Appendix C). However, significant issues remain in terms of assessment and integration of First People's principles of learning.

4.3(iv) Learning Profile (score: 2) – Key findings: Graduation rates are improving. Agassiz Secondary graduated 100 percent of Indigenous students and Hope Secondary improved as well. However, there are trends in the district that need to be addressed. Certain subjects and teachers create barriers preventing Indigenous students from graduating because of inflexible assessment and pedagogy. Schools are looking to adapt to new assessment structures in the coming year and some are willing to integrate more Indigenous teaching methodologies. The challenge is with how?

4.4 *What are your insights into how to maintain momentum and ensure that equity remains a key focus?*

The following are key areas of focus for the next three years:

- A. NEW INCLUSIVE EDUCATION MODEL- LITERACY AND NUMERACY INTERVENTIONS
- B. EQUITY IN ACTION AND INDIGENOUS LEARNING
- C. NEW STRENGTH BASED ASSESSMENT MODEL/ COMPETENCY BASED
- D. MOVE TOWARDS MICROSOFT TEAMS AND ALIGNED TECHNOLOGY STRUCTURES
- E. ONLINE/HYBRID LEARNING OPPORTUNITIES- Fraser-Cascade Open Learning (FCOL)
- F. ANTI-RACISM TRAINING EDUCATION
- G. CAREER AND TRADES EDUCATION

5.1 *Describe your district's Theory of Change.*

Our Theory of Change will focus on a decolonizing methodology through systemic change in terms of anti-racism pedagogy, and new, centralized inclusive educational delivery model, new assessment strategies and Indigenous principles of learning. We have an emerging strategic plan that weaves these structures together.

5.2 *What findings and learning have emerged through this process that will contribute to growth and progress for your organization?*

Fraser-Cascade school district is a small relationship-centric district with strong connections with the fourteen Indigenous communities that are part of the district as well as off reserve students. However, traditional pedagogies dominate the district and there are systemic barriers that need to be addressed.

5.3 *Definitively state your Equity Action Plan, including intentional strategies, actions and practices that your school district has committed to in addressing inequities and systemic barriers that may exist.*

- A. NEW INCLUSIVE EDUCATION MODEL- LITERACY AND NUMERACY INTERVENTIONS-
- Please see attached power-point, that will begin in 2021-2022. (Appendix D)
- B. EQUITY IN ACTION AND INDIGENOUS LEARNING
- Indigenous Focused Pro-D with Joe Crona
- Increasing Locally Developed Curriculum for Teachers
- See Goal #2 in the District Plan (Appendix E)
- New District Principal of Indigenous Education will have a strong mandate
- C. NEW STRENGTH BASED ASSESSMENT MODEL/ COMPETENCY BASED
- (See Appendix F)
- D. MOVE TOWARDS MICROSOFT TEAMS AND ALIGNED TECHNOLOGY S TRUCTURES
- (See Appendix G)
- E. ONLINE/HYBRID LEARNING OPPORTUNITIES- FCOL
- (See Appendix H)
- F. ANTI-RACISM TRAINING EDUCATION
- Work with Joe Chrona
- Anti-Racism Training in Social Studies Classes
- New District Anti-Racism Committee
- G. CAREER AND TRADES EDUCATION
- See Career Education Report Attached (Appendix I)

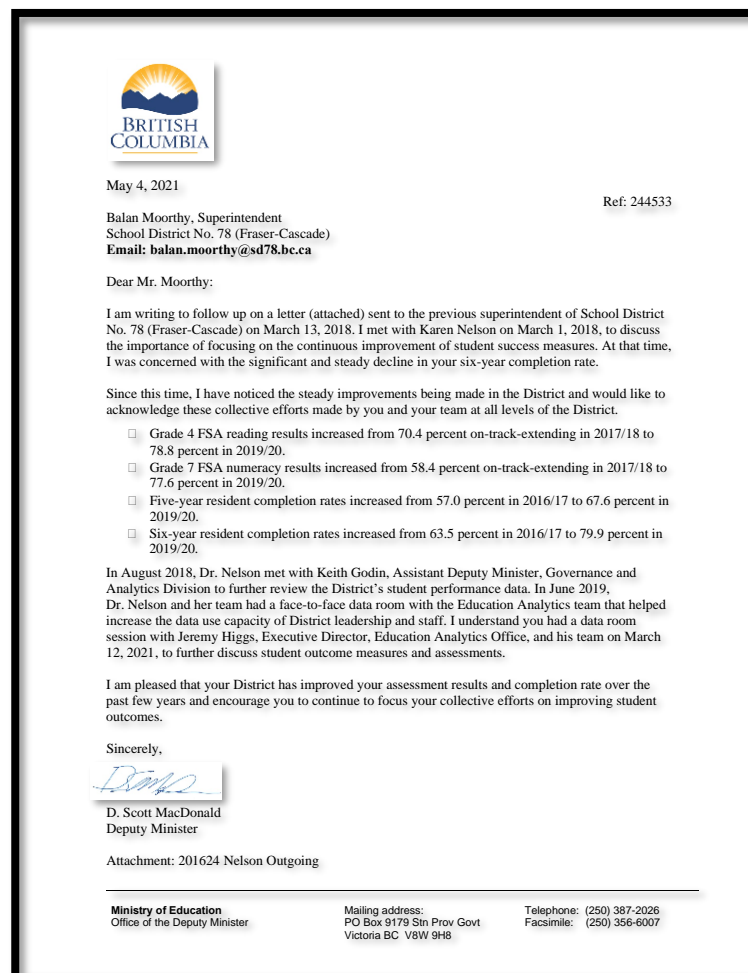
- 5.4 Please list all forms of qualitative and quantitative data you will monitor to track your progress towards Equity. (e.g. six-year completion rates, student satisfaction survey results, FSA and district numeracy and literacy measures, mental health indicators, grade transitions, qualitative interviews, etc.)**
- Six Year Graduation Rates
 - Student Satisfaction Surveys
 - Student Forums and anecdotal data
 - FSA Results
 - District Literacy and Numeracy Assessments

- Grade Transitions
- Subject Transitions

Goal 3 Transition

There has been a notable improvement in Fraser Cascade Graduation rates over the past five years. We will continue to analyze individual student completion rates and work together with our teachers and administrators to provide students with the opportunity to complete graduation requirements through adult continuing education programs in our district. Grade-to-grade transition rates for Grades 9 to 12 are of concern and well-below targets for FN/Aboriginal students and all students.

The percentage of students who believe that teachers care about them (84%) which is slightly above the set target of 80%. We are optimistic that a focus on Careers/Transitions through the mobile welding program, the MOUs with UFV, TRU, BCIT, NLC, KPU and other program opportunities, students will continue to express satisfaction with their learning and remain in school.



DISTRICT GROWTH PLAN 2021-2024

Process: Three goals have been identified as pertinent for the improvement of student achievement in the Fraser-Cascade School District. These goals were identified through the following processes:

- a) The School Principal/Indigenous Education Representative, Indigenous Education Coordinator, District Coordinator of Student Support Services, Secretary-Treasurer, Assistant Superintendent and the Superintendent revised the 2020/2021 document to reflect current priorities and resource allocations as determined throughout the year by partner groups in various forums including four Strategic Plan Meetings
- b) Goals and data were reviewed at DPAC meetings, IEC meetings, Principal/Vice-Principal meetings and Education Committee meetings starting in the fall of 2020 and throughout the year;
- c) A comprehensive review of Goal 2 on Indigenous and Metis learners undertaken through the goal setting process. It is noteworthy that the Fraser Cascade Board of Education in consultation with the Indigenous Education Council determined that a stand-alone Enhancement Agreement would be replaced by an Indigenous Goal that was central to the Board's goal setting process.
- d) An updated goal that focused on competency based-assessment is new for the 2021-2022 district growth plan.

This Growth Plan will be reviewed and updated by the Indigenous \Education Council (IEC) and at future Education Committee and Principal/ Vice Principal meetings to maintain currency and to review the implementation of actions and results.

Programming/Student Achievement:

- Early Learning (StrongStart Centers; Ready, Set, Learn; Harrison Hot Springs Preschool)
- Support for special-ed students (IEP; Standards-based practices)
- Support for at-risk learners (monitoring of individual student progress)
- Programming options (Fraser-Cascade Mountain School, International programs)
- Mentoring/Tutoring program for all Aboriginal/First Nation students
- Dual credit courses and MOUs (UFV, TRU, BCIT, KPU, NLC)
- Partnership with TRU (mobile welding program)
- NITEP Field Center (Joint partnership with Seabird Island Band/Community School, School District No. 33, Sts' ailes Band/Community School)

Professional Growth Initiatives:

- After-school collaboration time focused on improved outcomes for all students
- Continued collaborative practice with parents (joint Pro D sessions; Superintendent and Trustee attendance at DPAC meetings)
- Demonstrated commitment to developing and nurturing a strong partnership with parents.
- UBC short course and Mentorship program for Principals and Vice-Principals
- TTOC in-service (FCTA and senior management)
- District and Regional Teacher Leadership program
- Attendance at BCSSA Fall and Spring conference

Questions (What We Wonder About)

1. Early Learning: The vulnerability rate on one or more scales was 43% in Wave 6 and 40% in Wave 7. There is no meaningful change during this time. The longer-term trend shows that 36% of children were vulnerable in Wave 2 and 40% in Wave 7. There is no meaningful change during this time period. We noted a decrease in vulnerability in the Social Competence domain, an increase in Physical Health/Well-Being, with Language/Cognitive and Communication Skills remaining stable. We need to question if this will continue for children who attend our StrongStart and Preschool programs? Will continued collaboration with ECE committee members result in a decrease in vulnerability rates on the remaining domains?
2. Six-Year Completion Rates: We have noted a gradual increase in six-year completion rates (2018-19) for All Students compared to the District 5-year average. We need to continually monitor these results and establish a collective commitment to continual further improvement.
3. District Numeracy Committee: This committee is concerned about the low numeracy scores at the intermediate level. Will a review of assessment and instructional practices, including implementation of the ANIE and SNAP support improvement in this area?
4. We continue to be concerned with Grade 7 FSA results. We need to closely monitor these results and determine if they are supported by other sources of data. We also need to question what best practices will support our learners.
5. How do we continue to engage each of our educational partner groups in meaningful conversations regarding personalized learning that will ultimately result in improved student success?

7. Will the establishment of the NITEP Field center achieve our goal of providing role models for our Aboriginal/First Nation students?
8. We are very concerned about student satisfaction with their learning, according to Student Learning Survey results. We are questioning why this is occurring and how it can be addressed to collect more valid results.
9. How do we build on our current education system in order to provide an effective learning environment that encourages engagement, is sensitive to individual differences and promotes connectedness across activities and subjects in and out of school?
10. We need to continually challenge ourselves to ensure that all students are leaving our system as curious as when they arrived.



NEW DISTRICT GOALS FOR 2021-2024

Overarching Goal

To Foster a Culture of Inclusiveness for all Learners (K to 12)

Objectives:

- A. To minimize barriers for all K to 12 learners (physical, social and curricular)
- B. To increase the social-emotional well-being of intermediate students
- C. To continually review and refine student IEPs and plans for student success

Goal 1 Literacy

To improve literacy and numeracy skills for all K-9 students

Objectives:

- 1.1 To ensure that student literacy targets for K-3 students are met within 5 years and maintained beyond that time
- 1.2 To ensure that student literacy targets for grades 4 – 9 students are met within 5 years and maintained

Obj

1.1

acy

1.2 To ensure that student literacy targets for grades 4 – 9 students are met within 5 years and maintained

DRAFT

Measurements:

1.1

(a) To have 90 percent of Fraser Cascade Students meet their early literacy reading levels in Grades 1-3 in PM Benchmarks assessments

(b) To ensure that 90% of Fraser Cascade K-3 students are achieving at or beyond grade level in the Derait Literacy Assessment

(c) To ensure that 90% of K-3 students are meeting expectations in reading.

(d) To ensure that 90% of k-3 students are meeting or exceeding expectations in Writing.

1.2

(a) To have 80 percent of Grade 4 and 7 Fraser Cascade Students meet or exceed expectations in reading on the Foundations Skills Assessment.

(b) To have 80 percent of Grade 4 and 7 Fraser Cascade Students meet or exceed expectations in writing on the Foundations Skills Assessment.

(c) To ensure that 80% of Grade 10 students are emerging or proficient on the Provincial Numeracy Assessment

(d) To ensure that 90% of all students successfully complete English 8-12 classes

Actions:

1.1 and 1.2

(i) To ensure that all K-3 schools have literacy interventionists that are supporting students below reading level for their specific grades

- (ii) To work with the new District Inclusive Education Team to increase intervention strategies for at risk readers in K-9 through school- based teams and district meetings.
- (iii) To have all K-9 staff participate in a new strength-based competency assessment model
- (iv) To continue with Pro-D strategies to improve early literacy and numeracy interventions
- (v) To increase student passionate for literacy through culturally sensitive materials that support Indigeneity
- (vi) To increase passion for literacy through culturally sensitive materials that support diversity
- (vii) To examine and create in school structures to support literacy intervention

Goal 2 Indigenous Education

To enhance our Indigenous students' level of engagement, cultural identity and success in school.

Objectives:

- 2.1 To create specific school and classroom-initiated activities that teach and celebrate local Indigenous ways of knowing, history and culture.
- 2.2 To meet our achievement targets within 3 years for our Indigenous students as indicated in our growth plan.

Objectives:

2.1 To create specific school and classroom-initiated activities that teach and celebrate local Indigenous ways of knowing, history and culture.

2.2 To meet our achievement targets within 3 years for our Indigenous students as indicated in our growth plan.

DRAFT

Measurements:

2.1

- (a) To have all (100 percent) of Fraser Cascade Schools introduce the new Locally Developed Indigenous Resources at Staff Meeting by December, 2021 (Fraser Cascade Content Units).
- (b) To have all (100 percent) Fraser Cascade Indigenous Support Workers receive specific training on the use and development of the Locally Developed Indigenous Resources during 2-3 Monthly Support Worker Meetings.
- (c) To have all schools preparing an ongoing summative list of school and classroom activities in relation to objective 2.1.
- (d) To have biyearly reports from school-based administrators about the progress towards objective 2.1.
- (e) To engage in Indigenous student focus groups on a quarterly basis.
- (f) To encourage all schools to recognize the Indigenous territories during announcements, assemblies, meetings and public presentations.

2.2

- (a) To increase the number of students meeting expectations in Grades 1, 4 and 7 in reading.
- (b) To increase the number of students meeting expectations in Grades 1, 4 and 7 in writing.
- (c) To increase the number of students meeting expectations in Grades 1, 4 and 7 in numeracy.
- (d) To increase the number of Indigenous students' graduating from high school.
- (e) To increase the Grade-to-Grade Transition rates for Indigenous Students

Actions:

2.1

- (i) To invite the curriculum Development Team (Jacob, Jeff, Jessica and Patty) along with their school based Indigenous Support

Workers to present at a staff meeting between April and December 2021

- (ii) To develop a scope and sequence of the Locally Developed Indigenous Resources in consultation with the Locally Developed Resource Team.
- (iii) To ensure that the summative list is presented to the Indigenous Support Worker (ISW) written report that is presented to the Indigenous Education Council (IEC).
- (iv) To continue to develop local Indigenous Curriculum over the next two years
- (v) To review the job description of our Indigenous Support Workers with the IEC Sub Committee by June of 2021.
- (vi) To work with administrators and the Indigenous support workers to consult a process for ongoing focus groups in their respective schools on a quarterly basis.
- (vii) To encourage the use of the Summer Pro-D days to align the locally developed courses with their specific grade levels.
- (viii) To continue partnering with the IEC to support Halq'emeylem and Nlaka'pamux Language programs in the district with local instruction
- (ix) To continue to plan for the professional development of Indigenous learning during the joint Pro-D Day.
- (x) To provide district coordination for networking between schools and bands through focused collaborative meetings.
- (xi) To increase staffing levels to support the emotional and physical wellness of our Indigenous students.
- (xii) To increase Counselling support for our Indigenous students through centralized supports.

2.2

- (i) To continually review Indigenous student progress at quarterly meetings with Principals, Support Workers and First Nations Bands.
- (ii) To institute Early Literacy/ Numeracy Interventionists in all schools

(iii) To Increase school-based teaching support for diverse learners to increase grade to grade transitions in school

(iv) To continually track Support Worker attendance for Individual Education Plan (IEP) Meetings.

(v) To implement Summer School as a support system for graduation for our Indigenous students.

Goal 3 Transition

To improve preparation for post-secondary education and for future jobs for all students in Grades 10 – 12 (Graduation program)

To improve grade-to-grade transition rates for all students in grades 8 through 12

Objectives:

- 3.1 To ensure that District academic achievement targets for Grades 10 -12 students are met within 5 years and maintained beyond that time
- 3.2 To ensure that the six-year completion rates for all students is at or above 90 percent.
- 3.3 To improve the six-year completion rates for identified students to 80 percent
- 3.3 To create a qualitative and purposeful list that demonstrates an increase in careers and trades opportunities for all students.

Objectives:

DRAFT

Measurements:

2.1

(a) To have all (100 percent) of Fraser Cascade Schools introduce the concept of Standards Based Grading for the 2021-2022 school year.

(b) To have all (100 percent) Fraser Cascade Indigenous Support Workers receive specific training on the use and development of the Locally Developed Indigenous Resources during 2-3 Monthly Support Worker Meetings.

(c) To have all schools preparing an ongoing summative list of school and classroom activities in relation to objective 2.1.

- (d) To have biyearly reports from school-based administrators about the progress towards objective 2.1.
- (e) To engage in Indigenous student focus groups on a quarterly basis.
- (f) To encourage all schools to recognize the Indigenous territories during announcements, assemblies, meetings and public presentations.

2.2

- (a) To increase the number of students meeting expectations in Grades 1, 4 and 7 in reading.
- (b) To increase the number of students meeting expectations in Grades 1, 4 and 7 in writing.
- (c) To increase the number of students meeting expectations in Grades 1, 4 and 7 in numeracy.
- (d) To increase the number of Indigenous students' graduating from high school.
- (e) To increase the Grade-to-Grade Transition rates for Indigenous Students

Actions:

2.1

- (i) To invite the curriculum Development Team (Jacob, Jeff, Jessica and Patty) along with their school based Indigenous Support Workers to present at a staff meeting between April and December 2021
- (ii) To develop a scope and sequence of the Locally Developed Indigenous Resources in consultation with the Locally Developed Resource Team.
- (iii) To ensure that the summative list is presented to the Indigenous Support Worker (ISW) written report that is presented to the Indigenous Education Council (IEC).
- (iv) To continue to develop local Indigenous Curriculum over the next two years

- (v) To review the job description of our Indigenous Support Workers with the IEC Sub Committee by June of 2021.
- (vi) To work with administrators and the Indigenous support workers to consult a process for ongoing focus groups in their respective schools on a quarterly basis.
- (vii) To encourage the use of the Summer Pro-D days to align the locally developed courses with their specific grade levels.
- (viii) To continue partnering with the IEC to support Halq'emeylem and Nlaka'pamux Language programs in the district with local instruction
- (ix) To continue to plan for the professional development of Indigenous learning during the joint Pro-D Day.
- (x) To provide district coordination for networking between schools and bands through focused collaborative meetings.
- (xi) To increase staffing levels to support the emotional and physical wellness of our Indigenous students.
- (xii) To increase Counselling support for our Indigenous students through centralized supports.

2.2

- (i) To continually review Indigenous student progress at quarterly meetings with Principals, Support Workers and First Nations Bands.
- (ii) To institute Early Literacy/ Numeracy Interventionists in all schools
- (iii) To Increase school-based teaching support for diverse learners to increase grade to grade transitions in school
- (iv) To continually track Support Worker attendance for Individual Education Plan (IEP) Meetings.
- (v) To implement Summer School as a support system for graduation for our Indigenous students.

[Video Link](#)



Over-Arching Goal Inclusiveness	<p><i>To Foster a Culture of Inclusiveness for all Learners (K to 12)</i></p> <p>Objectives:</p> <ol style="list-style-type: none">1. To minimize barriers for all K to 12 learners (physical, social and curricular)2. To increase the social-emotional well-being of all students (K to grade 12)3. To continue to review and refine student IEPs
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Rationale:

School District No. 78 endeavors to foster a culture of inclusiveness where we find ways to encourage all learners in the school community through a vast array of opportunities for learning. It is our intent to provide each learner an opportunity to be involved in all aspects of their education while recognizing individual differences. Supports may be designed for specific students, but are available for all students and accessible to whomever needs them (Shelley Moore, 2016).

Overarching Goal Objectives	<p>Objective 1 To minimize barriers for all K to 12 learners (physical, social and curricular)</p> <p>Objective 2 To Increase the social-emotional well-being of intermediate student MDI WELL-BEING INDEX</p>
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SCHOOL DISTRICT EDI TRENDS

Collecting EDI data over multiple years allows for an improved understanding of trends in children's development. Figure 11 shows that for the summary measure Vulnerable on One or More Scales, the vulnerability rate for Fraser - Cascade was 43% in Wave 6 and 40% in Wave 7. There is no meaningful change in childhood developmental vulnerability for this time period.. The longer-term trend shows that 36% of children were vulnerable in Wave 2 and 40% were vulnerable in Wave 7. There is no meaningful change in childhood developmental vulnerability for this time period.

Figure 12 illustrates EDI vulnerability rates for each of the five scales across five points in time (Waves 2 through 7) for Fraser - Cascade School District. These trend data help identify gradual changes in vulnerability across and between EDI scales over this period.

FIGURE 11. WAVE 2-7 VULNERABILITY TRENDS FOR FRASER - CASCADE

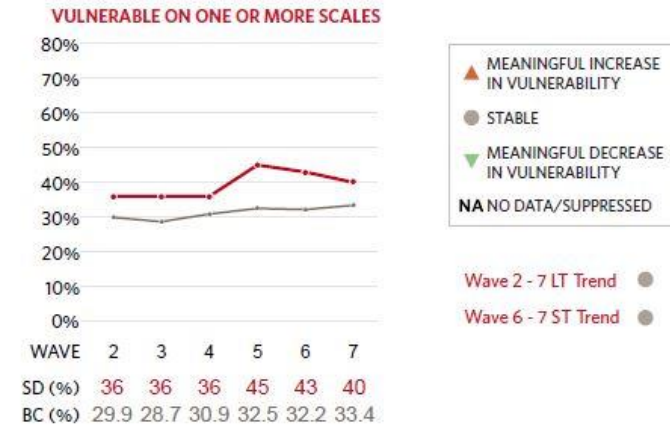
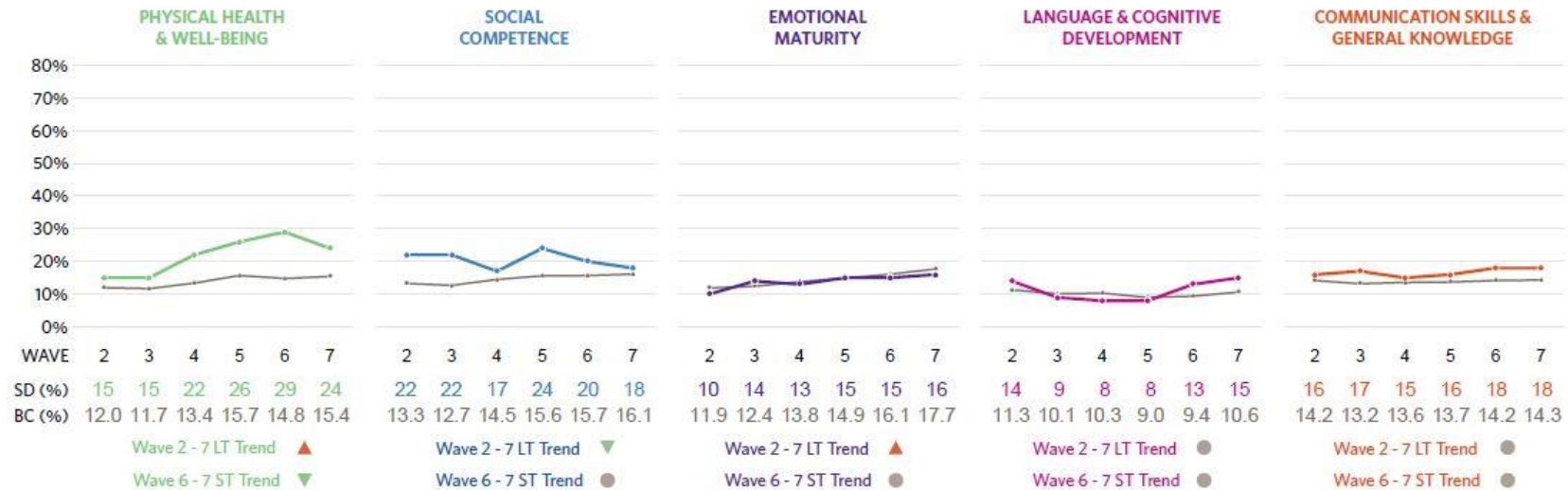


FIGURE 12. WAVE 2-7 SCALE LEVEL VULNERABILITY TRENDS FOR FRASER - CASCADE



Note: Data are suppressed for waves when there are fewer than 35 Kindergarten children in the school district. See Appendices 1A and 1B for full tables of your school district's EDI data.

2004 WAVE 2 2007 WAVE 3 2009 WAVE 4 2011 WAVE 5 2013 WAVE 6 2016 WAVE 7 2019 21

APPENDIX 2A – EDI VULNERABLE ON ONE OR MORE SCALES DATA FOR NEIGHBOURHOODS IN FRASER - CASCADE SCHOOL DISTRICT – WAVE 2-7

Wave Number	# of Children						Vulnerable on One or More Scales of the EDI													
							Percent Vulnerable							# of Children Vulnerable						
	2	3	4	5	6	7	2	3	4	5	6	7	2	3	4	5	6	7		
Agassiz - Harrison	93	92	88	104	164	116	22	29	23	39	36	41	20	24	20	41	58	47		
Hope	142	141	145	120	182	121	46	40	44	49	50	40	62	53	62	58	91	48		
Fraser - Cascade	235	233	233	224	346	237	36	36	36	45	43	40	82	77	82	99	149	95		

Analysis of EDI Data:

An analysis of EDI data Wave 7 (2016/17-2018/19) indicates that language and cognitive development results (15%) are above previous years, but continues to be the lowest vulnerability score. We believe that this is due to the increased focus the school district and community partners have, and will continue to have, on improving family literacy and language development. However, 40% of kindergarten students district-wide continue to be vulnerable on at least one scale of development. We are encouraged that this is slightly below Wave 6 (43%) and Wave 5 (45%) but significantly higher than the provincial vulnerability rate of 33.4%. District-wide, the largest population of children vulnerable continues to be on the Physical Health and Well-being scale (24%), which is slightly lower than Wave 6 (29%). We are now noting similar results for both neighborhoods: Agassiz-Harrison (41%) and Hope (40%). We are very pleased with the significant decline noted in Hope between Wave 6 (50%) to Wave 7 (40%). ECE committee members remain committed to working collaboratively with teachers, parents and community members to address high EDI vulnerability rates.

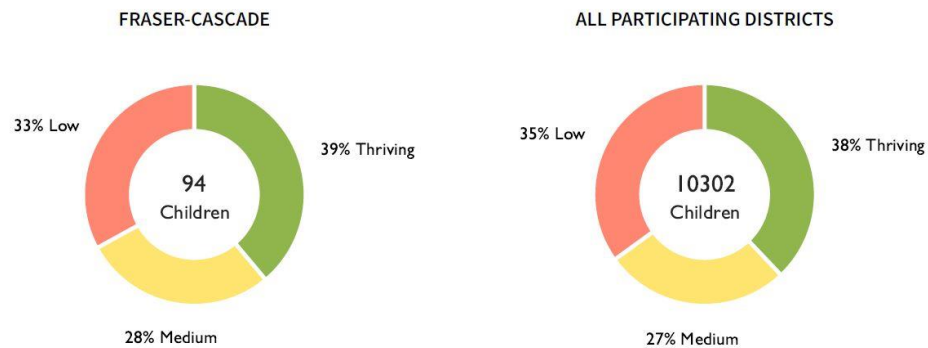
Based on the research completed by Dr. Clyde Hertzman (2005) and in discussion with our kindergarten teachers, it was determined that it was necessary to focus more attention on providing coordinated support for preschool children. In September 2007 two StrongStart Centres (Boston Bar and Coquihalla Elementary) were opened in Fraser-Cascade. In March 2009, a third StrongStart Centre was opened at Kent Elementary in Agassiz. The determination of location was based on EDI scores. It is important to note that the Harrison Hot Springs Preschool was relocated adjacent to the kindergarten classroom on the grounds at Harrison Hot Springs Elementary School in the fall of 2009 and officially opened on January 23, 2010. Through the successful access of grant funding, this program has continued to expand. Each of these programs has resulted in a significant increase in opportunities for communication

and collaboration between primary teachers, early childhood educators and parents. A well-functioning daycare center has now been established at Kent Elementary School.

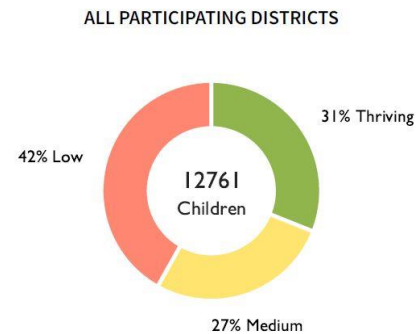
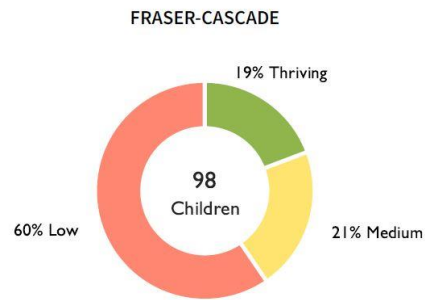
MDI Data:

The Well-Being Index is a composite score of 5 dimensions: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health

Grade 4
2019/2020



Grade 7 2019/2020



Green: Thriving
Yellow: Medium to High Well-Being
Red: Low Well-Being

Thriving: Indicates the proportion of children who scored high on at least 4 of the 5 dimensions

Med. - High: Indicates the proportion of children who had fewer than 4 high scores, but no low scores

Low: Indicates the proportion of children who scored low on one or more dimensions of well-being

The pie chart indicates the proportion of children whose score on the *Well-Being Index* shows them to be ‘thriving’, having ‘medium to high well-being’ or having ‘low well-being’. Children who score high on 4 of the 5 dimensions of Well-Being are considered to be thriving. Understanding our students’ areas of strength and weaknesses in these 5 areas allows us to make decisions with respect to programs and services. Data will be shared with our community partner groups, where we will review connections between existing programs. Individual school data has been shared with our principals who will involve students in the interpretation of the data in order to gain their feedback on how the community could better serve their needs.

Performance Indicators: Percentage of Students in the “Thriving” range according to the Middle Years

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Grade 4 – Absence of Worries	38	37	38	42	48	52
Grade 7 – Absence of Worries	50	42	53	46	41	44
Grade 4 – School Belonging	78	74	68	68	76	71
Grade 7 – School Belonging	57	35	58	44	37	31
Grade 4 – General Health	54	52	47	49	55	44
Grade 7 – General Health	39	34	47	31	33	25
Grade 4 – Adults at School	72	79	73	70	81	86
Grade 7 – Adults at School	53	45	57	56	44	56
Grade 4 – Organized Activities	72	64	58	77	72	64
Grade 7 – Organized Activities	67	63	68	65	59	65

Grade 4:

We note increased results compared to the District 5-year average in adults who care at school; similar results in school belonging, organized activities, absence of worries and a significant decline noted in general health.

Grade 7:

Compared to the District 5-year average, we note increased results in adults who care at school; similar results in absence of worries and organized activities, with a decline noted in school belonging and general health.

THE ASSETS INDEX

The Assets Index combines measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives.



Adult Relationships

Adults at School
Adults in the Neighbourhood
Adults at Home



Peer Relationships

Peer Belonging
Friendship Intimacy



Nutrition & Sleep

Eating Breakfast
Meals with Adults at Home
Frequency of Good Sleep



After-School Activities

Organized Activities

Grade 4 Assets:

Results for SD #78

Number of Children: 94

Percentage of children reporting the presence of the following assets in their lives:

	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
Adult Relationships:	90%	91%	86%
Peer Relationships:	83%	80%	83%
Nutrition and Sleep:	63%	55%	56%
After School Activities:	88%	84%	73%

Results for All Participating Districts:

Number of Children participating: 10,302

Percentage of children reporting the presence of the following assets in their lives:

	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
Adult Relationships:	83%	81%	82%
Peer Relationships:	84%	81%	80%
Nutrition and Sleep:	66%	67%	63%
After School Activities:	86%	88%	85%

Grade 7 Assets:

Results for SD #78**Number of Children: 98****Percentage of children reporting the presence of the following assets in their lives:**

	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
Adult Relationships:	71%	66%	65%
Peer Relationships:	77%	70%	65%
Nutrition and Sleep:	50%	45%	51%
After School Activities:	76%	73%	74%

Results for All Participating Districts:**Number of Children participating: 12,761****Percentage of children reporting the presence of the following assets in their lives:**

	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
Adult Relationships:	74%	71%	72%
Peer Relationships:	82%	80%	79%
Nutrition and Sleep:	67%	62%	58%
After School Activities:	85%	84%	82%

Actions:

- 1. The Special Education Committee will begin a renewed focus on fostering the district culture of inclusiveness, discovering and encouraging best practices in special education instruction, and supporting staff, students and parents. There will be continued focus on:**
 - IEP development
 - CARE Team meetings for children in care
 - reviewing policy and practice through the lens of special education
 - school-based team meetings when necessary to support all students
 - support of early learning through ECE community partnerships
 - review of comments at Education Committee meetings from Student Forums and develop/refine strategies to address the most prevalent and significant challenges articulated by our students

- 2. To support the student's IEP as a living document that is reviewed and refined on a continual basis**

There will continue to be an emphasis on the appropriate development of individual goals, objectives and support services for all identified special education students. Recommendations provided through the Special Education Compliance Audit (2009/10, 2015/16, 2019/20) will continue to be implemented along with an Internal Audit (2018-19). Recommendations will assist in ensuring that appropriate support services and documentation is in place for all identified special education students. The question remains, what further supports are required in order for all students to meet their IEP goals?

3. Continue to implement standards-based monitoring programs to support special-ed and at-risk students

- offer in-service opportunities during non-instructional times
- through CommunityLINK funding and other partnerships, provide consultation and assessment services as well as intervention supports
- continue to utilize the district special education monitoring instrument to support classroom programs and practices, and to report on and supervise these programs
- monitor at-risk achievement each term district-wide and review interventions for each learner
- define and implement standards of practice for behavioral students, and articulate transitioning processes between schools and alternate programs
- continue to implement and review MDI data (Grade 4 and 7) with all educational partner groups and community agencies in order to support social/emotional well-being.
- Work in partnership with Public Health in reviewing the pilot project on supporting healthy sleep habits currently Implemented at Silver Creek Elementary School

Action Efficacy:

Supporting at-risk learners with the same care team supports that special education students receive should improve the success of all learners. Supervising at-risk student interventions, IEP, and alternative education programming throughout the year to support these programs, and by tracking student results in these programs, the district expects better achievement for at-risk and struggling learners.

Goal 1
Literacy
To Improve Literacy and Numeracy Skills for all K-9 Students
Objectives:

- 1.1 To ensure that student literacy targets for K-3 students are met within 5 years and maintained beyond that time
- 1.2 To ensure that student literacy targets for grades 4 – 9 students are met within 5 years and maintained
- 1.3 To ensure that 100% of our students are reading at grade level by the end of grade 3

Rationale: In the Fraser-Cascade School District we believe that it is essential to ensure that all of our students are literate in order to become life-long learners and productive members of society. “With literacy comes confidence; from confidence comes achievement, independence, and respect – creating a legacy of learning for all walks of life.” (Marion Lay, President, 2010 Legacies Now).

The District has decided to utilize the performance standards in all classrooms to provide students, parents and the school district with standardized assessment information that can be used to determine student achievement results. Report card marks reflect standardized assessment practices as per the performance standards and are a reliable tool for determining actions

**Goal 1
Literacy**

Objective 1.1 To ensure that student literacy targets for K-3 students are met within 5 years and maintained beyond that time

Performance Indicators	Performance Categories	TARGET %	Baseline %	2013/14 %	2014/15 %	2015/16 %	2016/17 %	2017/18 %	2018-19 %
DERAIT (Kindergarten)	<i>Letter Recognition (Spring Meets/Exceeds)</i>	98%	89	N/A	84	88	80	93	89
	<i>Letter Sounds (Spring Meets/Exceeds)</i>	95%	89	N/A	81	87	88	86	74
DERAIT (Grade One)	<i>Letter Recognition (Spring Meets/Exceeds)</i>	100%	99	N/A	96	94	83	95	94
	<i>Letter Sounds (Spring Meets/Exceeds)</i>	100%	98	N/A	96	93	88	95	95
	<i>Sight Words (Spring Meets/Exceeds)</i>	95%	88	N/A	88	79	71	82	80
	<i>Running Records (Spring Meets/Exceeds)</i>	85%	83	N/A	78	66	62	69	66
DERAIT (Grade Two)	<i>Running Records (Spring Meets/Exceeds)</i>	90%	83	N/A	77	79	76	69	85
DWW (Grade Two)	<i>Meets/Exceeds</i>	95%	86	N/A	77	80	76	75	88
DWW (Grade Three)	<i>Meets/Exceeds</i>	95%	92	N/A	83	83	85	80	74
Report Card Mark (K-3)	<i>Meets/Exceeds Reading</i>	95%	90	85 to 95%	87	83	85	79	85

Report Card Mark (K-3)	<i>Meets/Exceeds Writing</i>	95%	92	85 to 95%	89	86	85	76	85
Report Card Numeracy (K-3)	<i>Meets/Exceeds</i>	95%	95	85 to 95%	95	93	92	86	93

All

Goal 1, Objective 1.1: STATEMENT OF PROGRESS 2018/19

We have noted a significant increase in scores over last year in Kindergarten to Grade 3 report card marks (reading, writing and numeracy) as well as Grade 2 running records and District Wide Writes. When we review data on a five year average, similar scores are noted in kindergarten letter recognition and grade one (letter recognition, letter sounds, sight words and running records). A significant decline was noted in Kindergarten letter sounds and Grade 3 District Wide Writes.

Goal 1, Objective 1.1

ACTIONS:

1. Continue to:

- focus on physical development activities at community events
- work with Hope Outdoor Mountain Center for the development of a Family Nature Program (birth to 8 years)
- invite Kindergarten teachers to ECE committee meetings and in-service to work in partnership to support school readiness
- Implement:
 - Spirals of Inquiry “approach to support improvement in reading
 - self-regulation in Preschool, StrongStart Centers and Kindergarten to Grade Two classrooms.
 - Childhood Experiences Questionnaire (CHEQ)
 - Spark Program

2. Continue to support literacy instruction through professional development, collaborative teams, and standards-based assessment

- District, classroom and provincial assessments will continue to be analyzed through a professional learning communities approach
- Community and school literacy resources will be implemented to support targeted cohorts

- Student report cards will reflect standards-based assessment practices (K - Grade 12)

ACTION EFFICACY

The above actions have proven successful in building capacity throughout the district and in the community for supporting literacy and early learning. Targeted interventions through data analysis are being determined through ongoing partnering and cooperation. Expertise is being shared and district and community resources are being pooled to support literacy

Goal 1 Literacy

Objective 1.2 To ensure that the following student literacy and numeracy targets for Grades 4 - 9 students are met within 5 years and maintained beyond that time:

Performance Indicators	Performance Categories	TARGET %	Baseline %	2013/14 %	2014/15 %	2015/16 %	2016/17 %	2017/18 %	2018/19 %	2019/20
Report Card Marks Lang Arts (Gr 4-7)	<i>Meets/Exceeds</i>	98%	97	85 to 95%	97	97	97	95	97	
Report Card Marks Math (Gr 4 -7)	<i>Meets/Exceeds</i>	98%	97	85 to 95%	97	97	95	96	97	
FSA Results Grade 4 Reading	<i>Meets/Exceeds</i>	80%	74	72%	87	78	67	70	61	78.8
FSA Results Grade 4 Writing	<i>Meets/Exceeds</i>	90%	64	61%	81	84	79	68	86	96.1
FSA Results Grade 4 Numeracy	<i>Meets/Exceeds</i>	80%	64	65%	72	73	57	59	56	77.5
FSA Results Grade 7 Reading	<i>Meets/Exceeds</i>	80%	60	75%	62	58	55	58	58	59.8
FSA Results Grade 7 Writing	<i>Meets/Exceeds</i>	85%	68	69%	74	61	46	65	84	59.7
FSA Results Grade 7 Numeracy	<i>Meets/Exceeds</i>	80%	60	44%	44	34	41	32	35	39.8

*DART Grade 5 and DART Grade 9 re-introduced in 2010/11

*FSA results based on the percentage of students who participated

Performance Indicators	Performance Categories	TARGET %	Baseline %	2013/14 %	2014/15 %	2015/16 %	2016/17 %	2017/18 %	2018/19
DWW Grade 6	<i>Meets/Exceeds</i>	95%	89	N/A	89	92	78	91	79
DWW Grade 8	<i>Meets/Exceeds</i>	95%	89	N/A	84	93	80	85	83
DWW Grade 9	<i>Meets/Exceeds</i>	100%	91	N/A	84	86	82	80	77

*DART Grade 5 and DART Grade 9 re-introduced in 2010/11

*FSA results based on the percentage of students who participated

Student Learning Survey (Results based on *Sometimes to All of the Time*)

Performance Indicators	Performance Categories	TARGET %	Baseline %	2016-17	2017-18	2018-19
	<i>Grade 4 Teachers make me feel welcome</i>	90%	90	80	90	90
	<i>Grade 4 opportunity to work on projects</i>	80	75	75	84	75
	<i>Grade 4 feel safe at school</i>	100	90	85	92	88
	<i>Grade 7 teachers make me feel welcome</i>	90	80	81	80	73
	<i>Grade 7 feel safe at school</i>	100	90	85	89	84
	<i>Grade 7 opportunity to work on projects</i>	80	70	64	72	73
	<i>Grade 7 learning to be a critical thinker</i>	80	80	64	65	58

Goal 1, Objective 1.2: STATEMENT OF PROGRESS 2018/19

We are very pleased with Grade 4 FSA data (2019-2020) which indicates a significant increase over the previous year and district 5-year average in all areas (Reading, Writing and Numeracy) for all students, First Nation students and special needs students.

Report card marks for Language Arts and Math (Grades 4 to 7) indicate that 97% of students are meeting/exceeding expectations, which is significantly above FSA results. We need to continue to question why there is such a discrepancy in results.

Similar results are noted for Grade 8 DWWs, with a significant decrease noted for Grades 6 and 9 compared to 2017/18 and the 4-year District average.

The Student Learning Survey participation rates for Grade 7 (87%) are above the provincial average (76%) and slightly below for Grade 4 at 72% compared to the provincial average (78%). Based on *Sometimes to All of the Time*, we note similar results for all areas, with the exception of Grade 7 (Teachers Make Me Feel Welcome and Critical Thinking) where we note a decline compared to the last two years. When compared to the provincial average, Grade 4 and 7 results are above the provincial average in all areas except project-based learning and feeling safe at school. We need to carefully review student satisfaction with their learning and particularly feeling safe at school.

Goal 1, Objective 1.2

ACTIONS:

- **Continue to implement district-wide assessment programs for Grades 4 - 9 students**
 - collective focus on 100% of students reading by grade 3
 - fall and spring data collection (DERAIT - Kindergarten to Grade 2); DWWs (Grades 2, 3, 4, 5, 6, 8 and 9); PM Benchmarks (Grade 3); SNAP (numeracy assessment)
 - Pro D on *Assessment for Learning, Spirals of Inquiry* and the Redesigned Curriculum (principal/vice-principal meetings and staff meetings)
 - encourage collaboration and sharing within and between schools
 - report on district and school data to inform both instruction and supervision of instruction
 - District Numeracy Committee will review data and implementation of ANIE (Assessment for Numeracy in Education) and JUMP (Junior Undiscovered Math Prodigies) to improve numeracy skills

ACTION EFFICACY

There will continue to be a focus on working with curriculum teams to implement the redesigned curriculum during 2019-2020, as well as an ongoing review of EdPlan Insight data collection. Achievement results should be positively affected as individual classroom practice is impacted by these actions. Release time will continue to be provided to support collaboration between special education and grade-level teachers within and between schools in the district.

Goal 1

Objective 1.3 To ensure that student literacy targets for K-3 students are met within 5 years and maintained beyond that time

Performance Indicators	Performance Categories	TARGET %	Baseline %	2018-2019					
Grade 3 PM Benchmarks	<i>Meets/Exceeds</i>	100%	90%	90.32%					

Goal 1, Objective 1.3: Statement of Progress

We have added a new objective during the 2018-2019 year: (Objective 1.3) to ensure that 100% of our students are reading at grade level by the end of grade 3. Student progress toward benchmarks is collected in the fall and spring and reported in the District Growth Plan in the spring of each year. One-to-one and small group support is provided for students not yet meeting the grade level benchmark to achieve success by the end of the year.

Goal 2 Aboriginal Education	<p style="text-align: center;"><i>To Improve Aboriginal Students' Sense of Identity and Achievement</i></p> <p><u>Objectives:</u></p> <p>2.1 To demonstrate foundational academic skill improvement in First Nations/Aboriginal and Metis students</p> <p>2.2 To assist and enhance First Nation/Aboriginal and Metis students' sense of identity and culture</p>
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Rationale: Research tells us that in collaboration with our educational partners, we must create the conditions whereby our First Nation/Aboriginal and Metis learners recognize a learning environment that is intentionally designed to continuously improve performance for all First Nation/Aboriginal and Metis learners to meet locally established targets in all areas of learning.

We know that by continuously improving cross-cultural education and awareness for non-Aboriginal learners and staff, and creating a curriculum that honors and supports the histories, cultures, and languages of the Sto:lo and Nlaka’pamux First peoples, the district will create a rich learning environment for all students.

The Aboriginal Education Enhancement Agreement, melded into this Goal 2, articulates the strategies and structures necessary to create equity of access to learning and improved achievement for all students. This will be accomplished through curriculum revision, supervision, professional learning and growth, and improved cross-cultural awareness on the part of all staff and students.

Our plans for 2019-2020 are:

- To develop year based cohort tracking models so that progress data compares the same group of students over time.
- to continue to implement strategies and programs that focus attention on Goal 2. We will work with our school administrators, Aboriginal Education Council, community services and school staff to improve outcomes and bring individualized attention to help students struggling with foundational academic skills and to promote individualized understanding of culture and self-identity.
- schools will continue to meet quarterly with individual Bands and the School District to host two collaborative meetings each year to review student progress (Reminders of this requirement will be inserted in the District Administrative Manual and reported by FNSW).
- continue to improve the 6-year completion rates, ensuring students who choose to continue their education leave high school with the academic requirements they need to enter post-secondary education
- expand opportunities for the Halq’emeylem and Nlaka’pamux languages, culture and traditions
- continue to examine Aboriginal student data from the EDI and MDI surveys



Goal 2 Aboriginal Education

video link (house post)

Objective 2.1 To demonstrate foundational academic skill improvement in First Nations/Aboriginal and Metis students

Goal 2, Objective 2.1: STATEMENT OF PROGRESS 2018-2019

Kindergarten and Grade 1 reading skills show a decline from preceding years beginning in 2013 but this decline trend has plateaued through the last four years with no significant decline. About a third of students are behind in their early reading skills through the first two years of school. New data collection at the grade 3 level, commencing in 2018, will provide insight into whether or not these students are catching up or remaining behind.

We note significant improvement in Grade 4 FSA scores in all areas compared to 2018-19 and the district 5 year average. The comparison between numeracy and reading shows that scores are remarkably consistent which means the variations year to year were more likely cohort variations exaggerated because of the relatively small numbers of students and that student performance had remained statistically static over the last 7 years. The 2019-2020 grade 4 data, while showing consistency between Numeracy and Reading, demonstrates greater improvement than would be expected by cohort differences.

Although an increase was noted in Grade 7 reading compared to 2018-9, a decline was noted in all areas compared to the district 5 year average. FSA scores demonstrate a similar pattern to grade 4 with cohort tracking showing a general declining of scores for the same students from grade 4 to grade 7. This trend is in-line with provincial trends and represents a province wide concern for middle years students. Grade 7 Numeracy skills are often significantly lower than grade 7 reading scores. The addition of SNAP numeracy assessment data for all grade 3-9 students has helped clarify this discrepancy. Since only half of the students who were successful in reading were successful in Numeracy, this means there is a Numeracy skill deficit that needs addressing as well as some reading comprehension. This means that both the reading comprehension and Numeracy instruction are functioning well for our primary students.

The District continues to track the use of locally developed curriculum and expects to see a significant increase in teachers accessing and using the resources. Anecdotal evidence points to a significant increase in resource use at the Elementary level (example: blanket project, Gladys Project) with some increase throughout the grades and programs.

The six year completion rates have shown improvement over the last two years (64% and 62.4%, respectively), but continue to be below the provincial average (69%).

Continued work with the AEC and community partners is necessary in building a supportive educational environment for students. We continue to pose the question, “What styles of teaching/pedagogy are necessary in our schools such that all First Nation/Aboriginal

and Metis students feel welcomed and honored in our classrooms?” We also ask the question: “Will focusing school culture and curriculum on First Nation/Aboriginal and Metis culture, language, and governance improve student achievement and participation?” We are hopeful that continued work through focused curriculum and career mentoring will maintain a positive shift.

The AEC in partnership with the Hope and Area Transition Society will continue to support the Aboriginal Mentor position in Hope and academic support in Agassiz. This position and program is designed to identify students who are at-risk and then ensure that effective interventions are in place at the classroom, home, and community levels. In Agassiz, we will be focusing resources on academic support and tutoring in response to requests from Bands.

Actions:

1. Target the improvement of Academic Skills Improvement
 - Collect and analyze foundational skill cohort data to demonstrate growth of students compared to themselves over time
 - Through school based team, provide a Response to Intervention (RTI) based improvement plan for students not meeting grade level expectations. RTI is a three-step model which means quality instruction for the whole class, further reinforcement instruction for anyone not showing mastery, and a different, more individual approach to the material for anyone not showing master after steps 1 and 2.
 - Further develop consistent assessment, language and programming at each grade level based on best evidence and practice.
2. Improve students’ chances for academic success by:
 - Separately reporting on FN/Aboriginal achievement in District literacy and numeracy programs
 - Providing quality professional development at staff meetings and administrative meetings for all staff regarding First Nation/Aboriginal and Metis students achievement, self-worth and parental involvement
 - Providing professional development for, and supervision of, First Nation curriculum implementation
 - Providing district coordination for networking between schools and bands through focused Collaborative meetings
 - Continually reviewing individual FN/Aboriginal student achievement results with schools after each reporting period to ensure that proper supports and opportunities for success are in place and are working
 - Inform parents as soon as possible if a student shows struggling behaviors such as a missed assignment or decline in marks
 - Monitor “I” grades and assign support workers to assist with completion of “I” plans. [\(Section 3 of the Provincial Letter Grades Order\)](#)

The District and its partners in Aboriginal education continue to place high value on the necessity for “parent” participation in school activities and recognize that conversations about student achievement are critical to promoting and enhancing students’ sense of self-worth. While we are establishing the baseline data and collection tools for this category, actions are being implemented that will enhance communications between the home, school and community. Effective communication between school and with families continues to be a primary focus of goal 2.

**Goal 2
Aboriginal**

Objective 2.1 To demonstrate foundational academic skill improvement in First Nations/Aboriginal and Metis Students

Performance Indicators	Performance Categories	TARGET %	Baseline %	2011/12 %	2012/13 %	2013/14 %	2014/15 %	2015/2016 %	2016/2017 %	2017/2018 %	2018/2019 %
FN/Aboriginal Students taking part in Halq’emeylem and Nlaka’pamux language programs	K-7	60	40	N/A	21	11	30	30	30	30	30
Aboriginal (as percentage of total) students identified in special education categories	<i>Behavior (H)</i>	4	4	2	1	1	<1	<1	<1	<1	<1
	<i>MID</i>	5	4	4	1	1	<1	<1	<1	<1	<1
FN/Aboriginal DERAIT (Kindergarten)	<i>Letter Recognition (Spring) Meets/Exceeds</i>	90	87	97	94	N/A	82	83	80	80	78
FN/Aboriginal DERAIT (Kindergarten)	<i>Letter Sounds (Spring) Meets/Exceeds</i>	85	84	95	84	N/A	68	77	80	71	62
FN/Aboriginal DERAIT (Grade 1)	<i>Running Records (Spring) Meets/Exceeds</i>	80	74	78	74	N/A	77	60	60	60	40

Performance Indicators	Performance Categories	TARGET %	Baseline %	2011/12 %	2012/13 %	2013/14 %	2014/15 %	2015/2016 %	2016/2017 %	2017/2018 %	2018/2019 %	2019-20
FN/Aboriginal FSA (Grade 4) <small>meeting/exceeding</small>	<i>Reading</i>	80	65	68	69	71	85	64	63	60	46	75.9
	<i>Writing</i>	85	52	65	66	61	71	80	71	60	82	92.9
	<i>Numeracy</i>	70	52	71	62	57	72	67	54	54	50	72.4
Numeracy to Reading 4	<i>differential</i>	.9	.8	1	.9	.8	.85	1	.85	.9	-.9	1
FN/Aboriginal FSA (Grade 7) <small>meeting / exceeding</small>	<i>Reading</i>	70	50	38	55	66	50	46	47	45	39	45
	<i>Writing</i>	85	56	85	59	65	58	57	45	54	75	45.5
	<i>Numeracy</i>	75	52	9	48	35	36	17	28	35	42	27.8
Numeracy to Reading 7	<i>differential</i>	1	1	.2	1	.5	.7	.35	.6	.75	-.9	.4
FSA Cohort comparison	<i>Reading</i>			-27	-12	+16	-18	-23	-24	-31	-25	-18
	<i>Numeracy</i>			-43	-11	-22	-35	-45	-29	-37	-25	126
6 Year Completion Rates AB/ED		60	44	65	68	64	48	41	57	64	62.3	
Ab/Ed Evergreen Grad			msk	msk	msk	msk	msk	msk	msk	msk	msk	
HSS Eligible gr 12 (1 st time Grad)			95 (71)	95 (68)	94 (61)	76 (47)	msk	100 (68)		100	55	
AESS Eligible gr 12 (1 st time Grad)			88 (79)	92 (65)	100 (82)	100 (100)	100 (92)	100 (81)		100	88	
BBSS Eligible gr 12 (1 st time Grad)			msk	msk	msk	msk	msk	msk	msk	msk	msl	
FN/Aboriginal District Wide Writes (District Totals) Grade 6	<i>Meets/Exceeds</i>	85	82	72	83	N/A	80	83	72	83	60	
FN/Aboriginal Provincial Exams (Grade 12) C-, Pass or Better	<i>English 12</i>	80	82	100	100	84	90	100	85	76	100	
	<i>Comm 12</i>	100	100	94	93	90	89	100	100	92	89	
FN/Aboriginal District Wide Write (District Totals) Grade 8	<i>Meets/Exceeds</i>	85	81	100	94	N/A	83	94	81	82	70	
FN/Aboriginal school honor roll		20	12	14	17	17	20	15	14	8	17	

Goal 2, Objective 2.2

To enhance First Nation/Aboriginal and Metis students' sense of self-worth and culture

ACTIONS:

1. Increase opportunities for cultural identity building through:

- continued AEC support of seats at the Aboriginal Youth Leadership Conference
- continuing the mentorship program of senior student mentors for the younger grades
- improving transition to the high schools through targeted and facilitated initiatives
- continuing to invite Elders, role models and resource people to schedule and visit all schools throughout the District to enhance the mentorship program.
- continuing partnering with the AEC to support Halq'emeylem and Nlaka'pamux language programs in the District with local instruction
- continued offering of English 12 First Peoples and First Nations Studies 12 courses, if numbers allow

2. Increase opportunities for cultural awareness and respect for local First Nation/Aboriginal and Metis heritage through:

- continuing promotion of the developed curriculum packages that support and increase the presence of local community resource persons who offer instruction in indigenous knowledge, skills, and beliefs
- continuing to focus on social responsibility and implement through the FNESC or similar anti-bullying and role model programs for staff, parents and students
- continuing to plan for joint Professional Development Day (in February of each year), with a focus on Aboriginal/FN and Metis student achievement, which will support the Ministry of Education's mandate to *enhance student achievement with a focus on supporting Aboriginal learners and integrating Aboriginal content and perspectives into the curriculum and other transformation activities.*
- continuing to implement FN/Aboriginal and Metis *Ways of Learning* through awareness and professional development in keeping with the emphasis in the new BC curriculum
- utilization of staff meeting times and non-instructional time to support teacher awareness of FN/Aboriginal learning ways, multiple intelligences, and support differentiated instruction and mastery learning techniques.
- continuing to host DPAC meetings at First Nation Band Offices (Seabird, Chawathil and Anderson Creek)
- continuing to integrate Residential School experience into the curriculum as per Board motion

- maintaining our resource list and ensure it is web accessible to support timely use in the classroom including our “Developed Curriculum Units” (link to curriculum)
- work to improve N/Aboriginal teacher ratios
- continuing to celebrate local First Nations culture, heritage and language by encouraging students to submit articles to the *Canoe* magazine through our partnership with School District No. 43 (Coquitlam) and School District 75 (Mission)

[link to Canoe Magazine](#)

(The rest has been removed – December 13, 2019)

ACTION EFFICACY

Over the years a number of students have taken part in the Youth Leadership Conference. The AEC recognizes students upon their return at a regularly scheduled meeting. The Aboriginal Youth Leadership Conference has the potential to inspire and train senior students for the proposed mentorship program. This will aid in the development of strategic and on-going programming that capitalizes upon the excitement and skills built during the conferences. Students will serve as role models to their peers, gain confidence and recognition for their leadership skill, and impact the school environment positively. We will begin to collect a history of successful graduates from our communities with their stories and career paths.

With continued curriculum resourcing that supports local resource persons, indigenous teachings will have greater impact through an integrated context that all students will recognize and respect.

By expanding the inclusion of peer support, we expect that student sense of belonging, self-respect, and pride in heritage will increase. Some initial work in relocating parent-teacher interviews and school based teams from the school to the community has begun. Continued efforts in developing culturally relevant “parent”/teacher interviewing processes should lead to enhanced “parental” participation and communication over time. Culturally relevant and sensitive communication strategies are discussed at collaborative Meetings and Principal/Vice-Principal meetings.



With continued support for student achievement through awards and honoring ceremonies that have been adapted to reflect local wishes, and through enhanced support of school-based programs by the local First Nations and Native Education Department we expect that the number of students impacted by in-school leadership programs will increase over time. When students participate successfully in the climate and culture of the school, and when the school's climate and culture adequately resonates with a student's beliefs, customs, and culture, then student self-identity improves (Howard 1999, and Nieto 2001).

Goal 2, Objective 2.2: STATEMENT OF PROGRESS 2018-2019

Goal 2, Objective 2.2

ACTIONS:

By appropriately resourcing curriculum development initiatives, capacity building for all staff, and targeted programs, the District expects successful cross-cultural teaching and learning environments for all students will enhance achievement.

2. Improve opportunities for Halq'emeylem and Nlaka'pamux language instruction for all students by:

- continuing to enhance integrated language instruction through First Nation Support Worker (FNSW) training
- continuing to work in partnership with Nlaka'pamux and Sto:lo communities to develop instructional resources and enhance instructional capacity for the implementation of the Halq'emeylem IRP
- continue to incorporate language instruction in Kindergarten programs
- incorporate the Halq'emeylem and Nlaka'pamux Languages online throughout the District and local First Nations communities.

ACTION EFFICACY

Continued staffing and resourcing language instruction provides opportunities for students to develop capacity in their own languages, promotes pride in their heritage, and improves self-identity. There is an expectation that the Halq'emeylem and Nlaka'pamux language programs will help build pride for families and increase parental awareness in their children's education. The District and the AEC have succeeded in including teacher participation in Collaborative meetings.

Performance Indicators	TARGET %	Baseline %	2012/13 %	2013/14 %	2014/15 %	2015/2016 %	2016/2017 %	2017/2018 %	2018-19
FN/Aboriginal students missing more than 11 days of school/year (2016/2017 on unexcused)	20	39	74	73	70	80	33	27	

Goal 2, Objective 2.3: STATEMENT OF PROGRESS 2018-2019

Absence rates have been calculated differently starting in the 2016 school year only including unexcused absences. Unexcused absences have remained steady over the two years without significant increase or decrease.

Some attendance related data was collected for the enhancement agreement which ended in the 2015 school year. This data will be collected again starting in the 2018 school year subject to review by the Goal 2 Committee.

Some of the desired outcomes listed for the 2016-2017 school year included increased collaborative support for students, staff, family and community. This has been achieved this year with increased community involvement and more communities becoming involved. Meetings with parents and families as well as attendance at School Based Team meetings have contributed to this success.

Goal 2, Objective 2.3

ACTIONS:

1. Increase intervention strategies to improve student attendance and punctuality by:

- continuing to work through the AEC to collaborate with community leaders and support agencies (for example to design and implement restorative justice and drug/alcohol intervention programs)
- expanding Band Office and home visits to include principals, teachers and families
- continuing to review individual student participation and attendance and tardiness results with each school after each reporting period

- providing opportunities for parents to meet school personnel (FNSW, principals and teachers) either at the school, home, or in their community, to work in partnership with FN/Aboriginal community care teams to intervene for students missing more than 11 days of school, or late 15 or more times in a school year
- using MYEDBC and developing District Data Warehouse to alert District staff of potential absence and late profiles
- continuing to have the District Aboriginal Education Coordinator support, implement, and monitor relevant interventions and instructional programs throughout the District.

ACTION EFFICACY

By working collaboratively with schools and community agencies, and by closely monitoring and intervening on attendance issues as they are happening, the capacity of families, communities and schools to nurture, support and expect student attendance should increase and result in improved achievement.



**Goal 3
Transition**

***To Improve Preparation for Post-Secondary Education and for Future Jobs for all Students in
Grades 10 – 12 (Graduation years)***

To Improve Grade-to-Grade Transition Rates for all Students in Grades 8 through 12

Objectives:

- 3.1 To ensure that District academic achievement targets for Grades 10 -12 students are met within 5 years and maintained beyond that time
- 3.2 To ensure that District satisfaction targets for program choice and career preparation are met within 5 years and maintained
- 3.3 To ensure that District targets for transition rates are met within 5 years and maintained

Objective 3.1 To ensure that the following academic achievement targets for Grades 10 to 12 students are met within 5 years and maintained beyond that time

Performance Indicators	Performance Categories	TARGET %	Baseline %	2012/13 %	2013/14 %	2014/15	2015/16	2016/17	2017/18	2018-19
English 12	<i>Pass or Better</i>	95%	95	94	99	97	99	95	92	89
Com. 12	<i>Pass or Better</i>	95%	95	100	100	96	97	100	91	85
English 10	<i>Pass or Better</i>	95%	90	89	92	95	97	89	83	90
Math 10 (A/W)	<i>Pass or Better</i>	95%	90	76	79	76	91	81	68	86
Science 10	<i>Pass or Better</i>	90%	85	81	83	84	89	83	80	81
SSst 11	<i>Pass or Better</i>	95%	90	93	96	93	95	92	98	97
Math 12	<i>Pass or Better</i>	95%	90	88	89	89	89	87	95	94
Dogwood completion rate	<i>Progression over 6 years</i>	75%	70	75.5	74.3	68.7	69.1	63.7	74.4	75
Report Card Marks (Gr.8-11) Lang Arts	Pass or better	95	85	88	88	91	87	90	90	86
Report Card Marks 9Gr.8-11) Math	Pass or better	95	85	78	78	77	81	86	92	81
*Dogwood completion rate - Special Education	% of Gr 12 students or #s, or fractions e.g. 3/6	75%	60%	N/A	4/13	3/4	5/6	7/11	6/13	7/19
School Completion (Evergreen)	# of Gr 12 students		N/A	4	7	9	1	3	3	1
IEP Goal Attainment/Evergreen (Grade 12)	IEP Goals (#s)	100%	100	100	100	100	100	100	100	100
Provincial Scholarships	<i>Graduates Awarded</i> (reported as a number)	8%	10	8	8	8	8	8	8	8

*New category

Goal 3, Objective 3.1: STATEMENT OF PROGRESS 2018/19

The 2018-19 completion rate of 75% is slightly above last year's completion rate (74.4%) and significantly above the 5 year average of 69.8%. We have achieved our target of 75% and now need to reassess if this is the target we want to continue to strive for. Although we are pleased with the improvement, we continue to be below the provincial average (88%). The 62.4% completion rate for Aboriginal/First Nation students is slightly below last year's rate (64%), but a significant improvement compared to the district five year average (55%) and similar to the district target (60%), but continues to remain below the provincial average (69%). We will continue to work in partnership with the Aboriginal Education Council, First Nation Support Workers and school-based teams. We are carefully reviewing our grade-to-grade transition rates and the necessary supports that need to be in place to support our students. We note a slight decline in Report card marks at the Grade 8 to 11 level for both Language Arts and Math compared to 2017/18, but similar results over the 5 year average. Compared to the five year average, we have noted increased pass rates in Math 10 and Math 12; similar results in Science 10 and Social Studies 11 and decline for English 12 and Communications 12. We will continue to closely monitor these results and provide the necessary support services.

Goal 3, Objective 3.1

ACTIONS:

1. Implement standards-based instructional practices in all Grade 10 to 12 programs by continuing to:

- focus school staff meetings on literacy across the curriculum, and principal/vice-principal meetings on *Assessment for Learning* and *Spirals of Inquiry*
- focus on implementation of the redesigned curriculum by providing collaboration time for curriculum teams and department meetings
- supervise for sustained, systemic, standards-based instruction and assessment in all courses and in each classroom
- ensure that end-of-term schedules focus on whole class reviews of key learning outcomes
- utilize staff meeting times, non-instructional time and after school collaboration time to support teacher awareness of FN/Aboriginal Learning Ways, Residential School Experiences, Differentiated Instruction, Critical Thinking and Master Learning Techniques
- support individual students through mentorship program, CARE teams, and school-based teams
- develop "Circles of Support" document for parents and staff (see Appendix 2)

ACTION EFFICACY

By continuing to focus on, and supervise for, standards-based instruction and assessment, it is expected that student achievement results will improve for all high school subjects. Collaboratively building capacity in assessment and instruction will both support classroom practices and provide opportunities for effective supervision of teaching and learning.

**Goal 3
Transition**

Objective 3.2 To ensure that the following District satisfaction targets for program choice and career preparation are met (Based on *Sometimes to All of the Time*)

Performance Indicators	Performance Categories	TARGET %	Baseline %	2016-17	2017-18	2018-19
Satisfaction Survey Results Grade 12 students	<i>Teachers care about you</i>	80%	75	74	91	88
	<i>Satisfied with program choices</i>	75%	75	77	75	83
	<i>Opportunity to work on projects</i>	90%	80	85	78	41
Satisfaction Survey Results Grade 12 students	<i>Preparing you for a job</i>	75%	45	57	64	75
	<i>Preparing for post-secondary</i>	75%	75	78	80	82
Dual Credit Courses (UFV)	<i># students enrolled</i>	75%	21	20	13	17
Student Marks (C+ or greater – Dual credit)	<i>% students obtaining marks</i>	75%	41	70	85	94
Youth Work in Trades (Gr 9 to 12)	<i>Number of students enrolled</i>	25	15	5	13	10
Try-A-Trade (Gr. 6 to 12)	<i>Number of students Enrolled (new data 2016)</i>	60%	400	420	425	891

Goal 3, Objective 3.2: STATEMENT OF PROGRESS 2018/19

We will continue to work with UFV to provide dual credit courses and programs which meet the needs of our students and to ensure that set targets are met. We recognize the importance of providing the opportunity for students to have the experience of enrolling in apprenticeship programs: Youth Work in Trades, and we will continue to monitor this data and encourage students to enter these programs. In a Memorandum of Understanding (MOU) signed on September 24, 2015, School District No. 78 and UFV agreed to provide preferred access for students into designated UFV trades and technology programs on a reserved seat basis; deliver dual credit programming by UFV to students; and to explore further opportunities, such as certificated and diploma programs within School District No. 78 high schools. Currently, we provide reserved seat access for 40 students in 13 programs.

We were very excited to have the opportunity to provide a mobile welding program in partnership with Thompson Rivers University (TRU) and School District No. 73 (Kamloops/Thompson) beginning in 2015-2016. We have also signed an agreement that will secure the return of this program every second year (2017-18, 2019-20 and 2021-22). On January 20, 2020, 12 students graduated from this program, obtaining Level C certification.

Further MOUs have been signed with the BC Institute of Technology (BCIT), Independent Business Contractors Association (ICBA), Northern Lights College (NLC) and Kwantlen Polytechnic University (KPU), in order to provide additional future career opportunities for our students. A clearly articulated 3-5 year career transition plan and review of Careers and Transition programs will continue to assist in providing program choice and preparing students for post-secondary and the workplace.

The Student Learning Survey participation rate for Grade 12 (66%) is significantly above the provincial rate (45%). Based on *Sometimes to All of the Time* responses, the percentage of students who believe that teachers care about them is similar to 2017/18 and significantly higher than 2016/17. We have noted increased satisfaction with program choices, preparation for a job and post-secondary compared to the last two years; with a significant decline observed in the opportunity to work on projects. When compared to the provincial average, Grade 12 students in Fraser-Cascade scores higher in all areas, with the exception of project-based learning.

We will continue to monitor student satisfaction in each of these areas and provide increased access to information regarding career opportunities. We will also interview students to determine individual satisfaction.

Goal 3, Objective 3.2

ACTIONS:

1. Highlight career education and make it a focus for all Grade 8 - 12 students

Continue to:

- provide district programming opportunities: Youth Train in Trades (TRN), Youth Work in Trades (WRK), and Work Experience (WEX)
- explore and discover district opportunities to expose students to careers: WorkBC Find Your Fit, District Career Fair, Try-A-Trade, Youth Discover Maker Way (Maker Days), Youth Discover Trades and Take Your Kid to Work Day
- support exposure to computational thinking and coding (grade 5 to 7 students) Hour of Code and Lego MindStorms and VEX IQ
- explore and develop district programs that explore trades careers in greater depth: Youth Explore Trades Skills, Youth Explore Sampler, Mind Over Metal summer camp and Heavy Metal Rocks Try-A-Trade
- extend career preparation counseling and career information sessions to include intermediate and secondary students
- improve communication about career preparation to parents and students through district and school websites and newsletters
- establish accessible informative career centers in each school
- provide information regarding graduation requirements
- track post-secondary student progress

2. Understand and respond to student perceptions regarding their educational experience and their levels of preparation for both work and post-secondary education

Continue to:

- review information from District and Regional Student Forums with the Education Committee and Principal/Vice Principal meetings to better understand implications and needed adjustments regarding instruction, supervision and programming

ACTION EFFICACY

Student engagement, program alignment and satisfaction are important determiners of school success. Engaged students learn better. By responding to program choice and engagement issues, high schools will continue to develop their capacity to offer relevant, engaging educational experiences and programs for all students.


**Goal 3
Transition**

Objective 3.3 To ensure that District targets for transition rates are met within 5 years and maintained

Grade To Grade Transitions		Target	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18	
			All Students	FN/Ab	All Students	FN/Ab	All Students	FN/Ab	All Students	FN/Ab	All Students	FN/Ab	All Students	FN/AB Students
Percent of students successfully transitioning to the next grade	Grade 8	100	91	86	95	92	95	96	97	94	93	90	92	92
	Grade 9	100	91	80	90	80	86	82	89	81	85	79	91	83
	Grade 10	95	83	70	88	85	86	77	83	78	90	80	87	77
	Grade 11	95	79	73	77	58	78	73	81	73	75	60	85	81
	Completion	100	76	68	74	64	69	48	69	41	64	57	74.4	64

Goal 3, Objective 3.3: STATEMENT OF PROGRESS 2018/19

We continue to see similar grade-to-grade transition rates for All students and First Nation/Aboriginal students, with a significant increase from Grade 9 to 10; 11 to 12 and completion rates.

Goal 3, Objective 3.3

ACTIONS:

Continue to:

- track individual student progress/interventions
- provide coordination/communication of support services (CARE Team meetings and school-based team meetings)
- support events and activities between Alternative programs (TREC and ACE) and the community
- review student cohort data provided by the Ministry of Education to determine individual student progress

ACTION EFFICACY

Reviewing grade-to-grade transition rates will provide valuable information in determining when students become disengaged in their learning. By tracking individual students and providing necessary support it is expected that graduation rates and school completion rates will continue to improve.

**2018-2019 School
Purpose Statements**

Summary of School Purpose Statements and Inquiry Questions:

Agassiz Centre for Education (ACE)

- ***Purpose Statement: To Provide Students who are not successful in mainstream environments with an environment in which they can reach their full potential; and accept all students of all diverse backgrounds.***
- ***Inquiry Question: The general question for our school is: How do we increase engagement for all students and overcome attendance issues for some students?***

Agassiz Elementary Secondary School

- **Purpose Statement: Success for All Learning**
- ***Inquiry Question: By focusing on relationships, organizational skills, and assessment for learning will our goals be met resulting in improved student literacy skills and an increase in students' perception of school relevance in their future?***

Boston Bar Elementary Secondary School

- ***Purpose Statement: All Students Crossing the Stage with Dignity, Pride and Options***
- ***Inquiry Question: If we create conditions where curiosity is encouraged, developed and sustained, will student engagement and enjoyment of learning increase? And, if we continue to teach self-regulation skills and focus on student-centered learning while using technology and other tools, will academic achievement increase?***

Coquihalla Elementary School

- ***Purpose Statement: To Provide Support in a Cooperative Learning Environment***

- ***Inquiry Question: If we have a purposeful focus on physical activity for our school, will it have a beneficial effect on Coquihalla students?***

Harrison Hot Springs Elementary School

- **Purpose Statement: Each Student to Achieve Excellence in Developing Academic, Social, and Personal Success**

Goals:

- Enhance ecological awareness in the school community and bring activities in line with best practices in ecology
- Student Engagement: support teaching practices which engage students with their learning and in mapping their personal progress
- Writing: apply technology in next-generation storytelling and regularly publish student writing

Hope Secondary School

- ***Purpose Statement: Students Feel Connected and Supported in a Respectful Learning Environment***
- ***Inquiry Question: Are we checking enough for understanding?***
- ***How do we adjust our teaching accordingly so as to enhance student learning if our students are having difficulty understanding some course concepts?***

Kent Elementary School

- **Purpose Statement: Engaging Every Student to Reach Their Potential**
- **Goals:**
- **To ensure that each student masters the basic skills of numeracy and literacy**
- **To provide a school-wide culture that recognizes and nurtures the strength and/or interests of each child**
- **To work to ensure that each student believes that he/she is a confident learner**
- **To provide a school culture that welcomes and fosters parent/family engagement in their child's education**

Silver Creek Elementary School

- ***Purpose Statement: To Provide a Safe and Nurturing Environment Where Students Can Develop Their Intellectual, Physical, Emotional and Social Capacity so that Each Student Can be a Life-Long Learner and Productive Citizen***
- ***Inquiry Question: Will an increased focus on outdoor experiences and education improve academic performance and decrease behavior issues?***

Two Rivers Education Centre (TREC)

- ***Purpose Statement: Success Through Self-Regulation***
- ***Inquiry Question: How can we best assist our students in their development of robust mental health?***

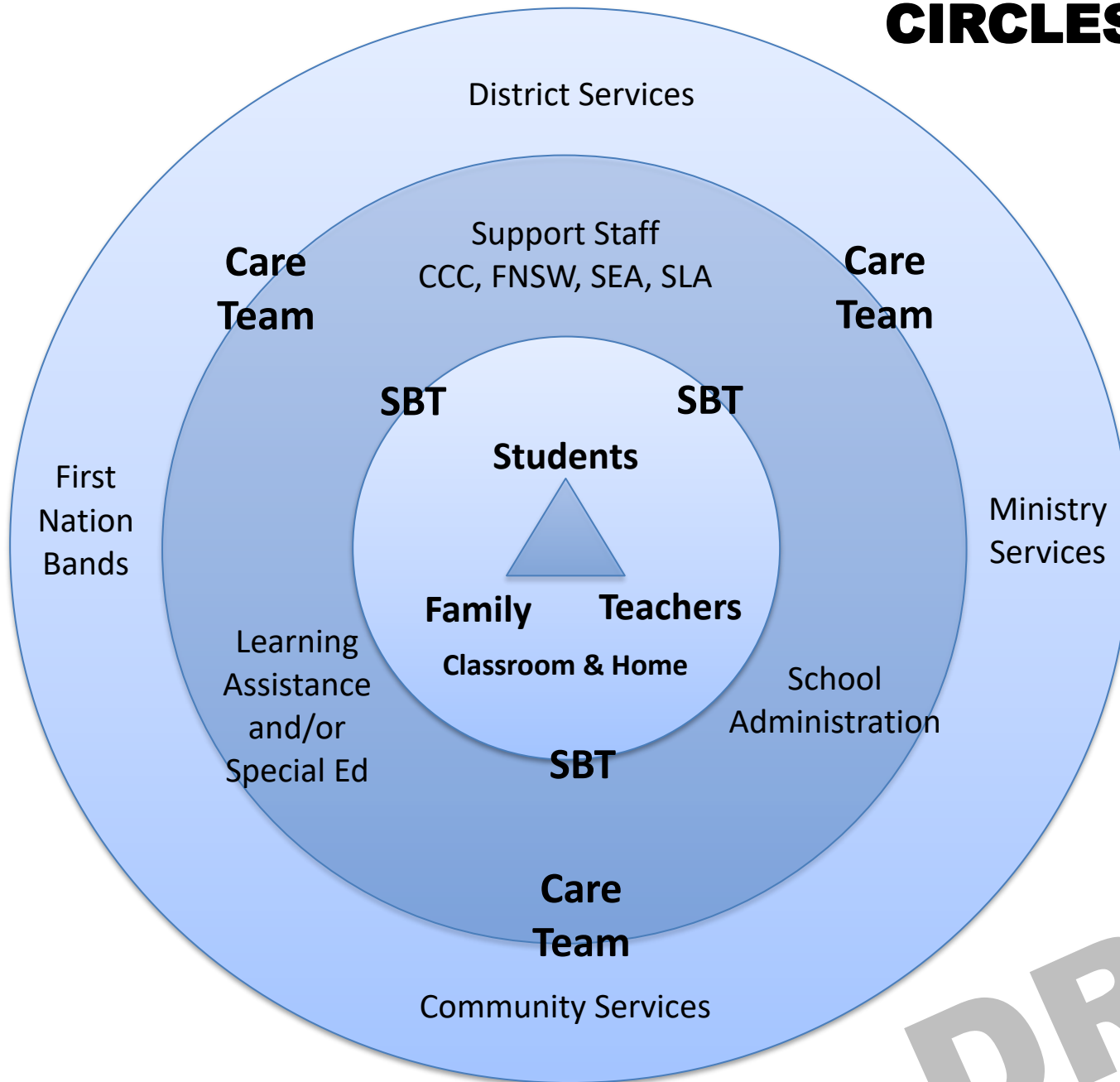
District Education Office:

- ***Purpose Statement: Collectively, We Can Improve!***
- ***Inquiry Question:***

LEGEND	
ACE-IT	Accelerated Credit Enrolment in Industry Training
AEC	Aboriginal Education Council
BASELINE	Average of the last 5 years' achievement as available including current years' achievement
BCCPAC	British Columbia Confederation of Parent Advisory Councils
DART	District Assessment of Reading Team
DERAIT	District Early Reading Assessment Instrument
DPAC	District Parent Advisory Council
DWW	District-Wide Write
EDI	Early Development Instrument

EXCELL Program	Exercise, Community, Education, Life Skills, Leadership
FN/AB	First Nation/Aboriginal
FNESC	First Nations Education Steering Committee
FNSA	First Nation School Association
FNSW	First Nation Support Worker
FSA	Foundation Skills Assessment (Grade 4, 7)
IEP	Individual Education Plan
MSK	Masked
N/A	Not Available
PAC	Parent Advisory Council
PRO D	Professional Development
SPC	School Planning Council
W1, W2	Wave 1, Wave 2 EDI data

CIRCLES OF SUPPORT



1. Students, family, teachers are at the centre of the support.
2. When increased support/intervention is needed we move to the middle and outer circles.
3. Process only moves to the next level of support/intervention with parent/family approval; parents must be included in dialogue at every level.
4. Individual Action Plans can occur in the middle circle through parent contact and school-based team referral form. This level may include school-based assessments.
5. Individual Education Plans occur in the mid/outer levels of support and require a care team meeting and in some cases assessment from the school/district psychologist, medical diagnoses, and/or support services occurring outside the school.

SBT = School Based Team
CCC = Child Care Counselor
FNSW = First Nation Support Worker
SEA = Special Education Assistant
SLA = Speech/Language Assistant

Appendix 1: Circles of Support

Definitions

INDIVIDUAL EDUCATION PLANS: (IEP) means a documented plan developed for students with special needs that describes individualized goals, adaptations, modification, the services to be provided and includes measures for tracking achievement. It must be in compliance with the legislation and Individual Education Plan order (M638-95) of the B.C. Ministry of Education including the 2009 or any updated Individual Education Planning for Students with Special Needs Guide or the 2011 Special Education Services Manual of Policies, Procedures and Guidelines. The IEP is reviewed annually with parents/guardians and teachers.

INDIVIDUAL ACTION PLANS: is an education plan developed at a school based team meeting for a student where they do not meet the criteria for an Individual Education Plan but are considered vulnerable for the following reasons: not meeting learning outcomes, significant absence from school, not transitioning to the next grade, failing courses, behavior issues, under suspension, not at grade level and children who are in care.

CARE TEAM: means a meeting that plans support for a specific student. The members typically include: the student's teacher(s), the student (if applicable), the parent(s), or legal guardian(s), parent advocate, other school-based personnel as needed (e.g. Educational Assistant); district student services staff, representative from community and/or agencies as needed.

SCHOOL BASED TEAM: (SBT). The School-Based Team is an ongoing team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional/ and/or management strategies and to coordinate support for students within a school. Typically this involves the principal, teachers and other school staff as needed.

LEARNING ASSISTANCE: modify definition from ministry

SPECIAL EDUCATION: Special education programs and services enable students with special needs to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs. A student with special needs is a person who has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability or has special gifts or talents,

DISTRICT SERVICES: services provided by staff outside of the school but within Fraser-Cascade School District. Examples include, but not limited to: speech and language pathologist, occupational therapist, physiotherapist, key worker (Child Development Centre), district psychologist, superintendent, director of instruction, etc

MINISTRY SERVICES: [POPARD](#) (Provincial Outreach Program for Autism and Related Disorders) [POPFASD](#) (Provincial Outreach Program for Fetal Alcohol Spectrum Disorder), [PRCVI](#) (Provincial Resource Centre for the Visually Impaired), Child and Youth Mental Health, Ministry of Children and Family Development, Pediatricians

MODIFIED PROGRAM: http://www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf

ADAPTED PROGRAM: is an educational program that retains the learning outcomes of the prescribed curriculum, but adaptations are provided so the student can participate in the program. The program involves teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course to demonstrate mastery of concepts. These adaptations can include:

- Alternate formats (For example Braille, books-on-tape)
- Instructional strategies (For example use of interpreter, visual cues, and aids)
- Assessment procedures (For example oral exams, additional time)

http://www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf

Which services require parent permission?

child care counsellor (1:1 or small group), OT/PT, speech, psych ed assessment,

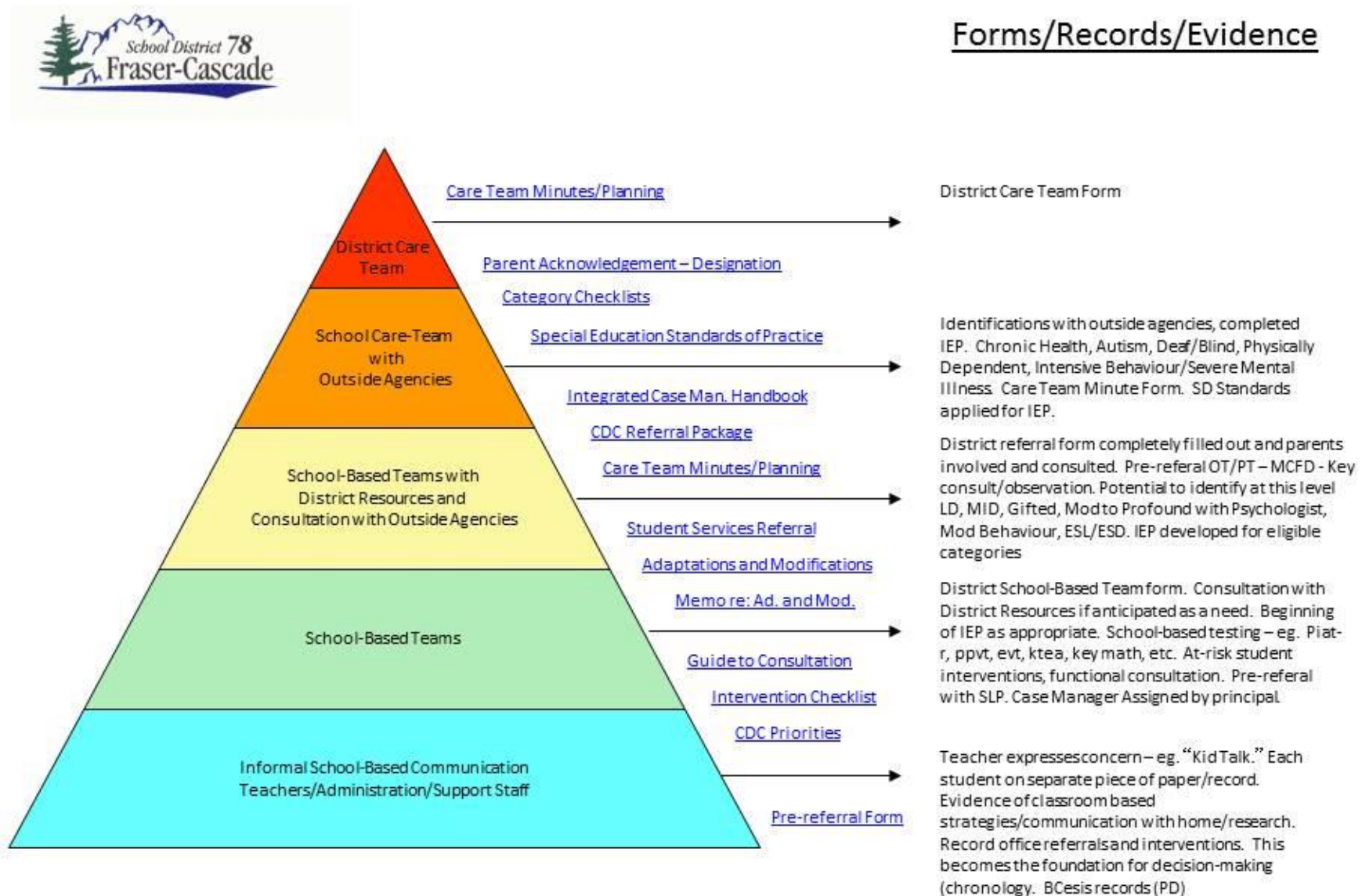
School based intervention pyramid

Darcy Mullin's post <http://darcymullin.wordpress.com/2013/06/21/what-if-they-dont-get-it/>

Tom Hierck – pyramid of intervention

Appendix 1: Circles of Support

Forms/Records/Evidence



Appendix 1: Circles of Support

School District #78 (Fraser-Cascade) Student Service Consultation Model

